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ABSTRACT

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of children in a nongraded curricular system and to make available to teachers a set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include: "The National Sequence of Change in the Elementary School Organization," "A Comparison of Graded and Nongraded Structures," "Teacher Involvement in the Avon Nongraded Program," "Questions and Answers on Avon's Nongraded Program," and a listing of specific levels within the program, including suggestions, activities, and skills. (BB)

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AVON'S NONGRADED ELEMENTARY and MIDDLE SCHOOL

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ENGLISH LANGUAGE ARTS PROGRAM

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AVON PUBLIC SCHOOLS
AVON, CONN.

NON-GRADED ENGLISH ARTS PROGRAM

AVON PUBLIC SCHOOLS

AVON, CONNECTICUT

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PREFACE

This guide has been developed to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of nongradedness and its subsequent implementation.

Obviously, this document is not intended to be a blueprint for teacher performance; rather it establishes the parameters within which the operation of a highly individualized process of instruction is to take place. It is a program that recognizes not only the individuality of the child but also of the teacher. No longer harnessed by the chains of tradition, the teacher is able to bring to bear the full capacity of her knowledge, imagination and professional posture.

All inquiries regarding Avon's Nongraded Program are to be directed to:

Dr. Herbert F. Pandiscio
Superintendent of Schools
34 Simsbury Road
Avon, Connecticut 06001

PHILOSOPHY

The Avon Nongraded Program is designed to recognize the individual differences of children. Our plan provides a learning situation to meet these individual differences. In the nongraded program rigid grade lines are eliminated, enabling the child to acquire academic and social skills at his own rate of speed. This philosophy of the nongraded program is based on the following principles:

1. Each child is an individual with his own rate and pattern of growth and should be evaluated as such.
2. Children should be taught at the level at which they are, regardless of age or length of time that has been spent in school.
3. A feeling of success is essential for normal growth.
4. The child progresses from level to level with a feeling of achievement because levels are paced to him.
5. A pupil whose achievement approximates his ability has made satisfactory progress.
6. A child should not be forced to "mark time" until some of his peers reach his level of academic achievement or maturity; nor be required to learn material beyond his range of ability.
7. No child should be forced to repeat material that serves no useful learning purpose.

THE NATIONAL SEQUENCE OF CHANGE IN THE ELEMENTARY SCHOOL ORGANIZATION

1651 - First recorded, Dame School, New Haven, Connecticut.

1800's- Lancastrian or Monitorial System in use.

1836 - First graded reading text - McGuffey Readers.

1843 - Graded system in elementary schools started in Quincy, Massachusetts.

1868 - St. Louis Schools initiated frequent promotions and reclassifications.

1870 - First attacks on the graded system.

1888 - Pueblo Plan - encouraged individual progress - each pupil following a differentiated channel of a "multiple-track" system.

1890 - The Batavia Plan - special assistance to slow learners.

1893 - Six-six Plan for school organization proposed.

1896 - John Dewey established experimental school in Chicago.

1900's- Winnetka and Dalton Plans - used an individual task approach.

Platoon or Gary Plan - a highly organized departmental program.

1942 - Ungraded or Continuous Pupil Progress started in Milwaukee.

1950's- *Dual Progress Plan, Ossining, New York - Specialists teach math, science, music and art and one teacher for a long block of time for language arts and social studies.

*Team teaching, Lexington, Massachusetts and Norwalk, Connecticut.

*Multi-grade, Multi-age Plan - Grades 1, 2, 3 and grades 4, 5, 6 are placed together for instruction (Torrance, California).

1960's- Greater movement away from the self-contained classroom.

1963 - Nongraded Primary - Avon, Connecticut.

1966 - Nongraded Intermediate I - Avon, Connecticut.

1967 - Nongraded Intermediate II and III and Equivalent grades 7 and 8 - Avon, Connecticut.

1968 - Committee formed to work on plans to nongrade Avon Senior High School - Avon, Connecticut.

THE LOCAL PROCESS OF CHANGE

IN AN

ELEMENTARY SCHOOL ORGANIZATION

Fully aware of the educator's problem to provide a school situation geared to the individual needs and abilities of the child, the administration in the Fall of 1960 presented to the full staff the idea of the Nongraded Primary Plan. It was felt that through careful study by teachers and administration, a plan suitable for Avon could be developed. The Nongraded Primary Program was adopted in September, 1963, the schedule date for the occupancy of a new elementary school.

The Superintendent of Schools communicated with one of the outstanding authorities on Nongraded Primary structure.

Late in 1960, the principal was appointed for the new school which would use the Nongraded Primary Plan. Several interested teachers applied for positions in this program. Three staff members were chosen to begin research on the project under the direction of the building principal.

Investigations of existing plans in the state were made. Additional information was gathered from over fifty school systems from twenty-three states. Other material was compiled from schools visited and from numerous texts, articles, and professional journals. The principal contacted several educators working with this type of program while attending the National Elementary School Principals' Convention in Atlantic City, New Jersey, in February, 1961.

The Board of Education in February, 1961, authorized a three-week summer research study on the Nongraded Primary Plan involving the staff already appointed. A Reading Supervisor was added to the Avon Elementary faculty for the first time. The Reading Supervisor worked in conjunction with the staff members to develop reading levels. The Superintendent of Schools continued his dialogue with the consultants regarding the development of Avon's Nongraded Program.

Upon the completion of this research study, a tentative plan for a nongraded primary unit in the new school building was formulated. The administrative staff received the research study and recommended that it be submitted to the Board of Education for consideration. The Avon Board of Education devoted its October 24, 1961, meeting to the presentation of the research study. At this time the research staff explained in detail the structure of the nongraded primary unit. Copies of the Avon Nongraded Primary Program were given to the members of the Board for their careful study and consideration.

At its March 20, 1962 meeting the Board of Education unanimously approved the Avon Nongraded Primary Program for implementation in the Roaring Brook School in September, 1963.

The Board of Education again authorized a four week research study to be held in the summer of 1962 under the direction of the building principal. One new member was appointed to the nongraded staff. Two staff members from the research study of the summer of 1961 completed the study group. Six main items were considered during this session: minor revisions and corrections of study; more formalized structure of arithmetic and reading levels, as well as other curriculum areas; a program for grades 4-8; specific directions for initial placement of children from a graded to a nongraded school; the preparation of a news release for

publication in September 1962 outlining the nongraded program in detail; and the formulation of a program to evaluate the nongraded unit.

With the opening of the Roaring Brook School in September, 1963, the primary nongraded program was implemented. Throughout the year there were continuous study, evaluation and revision of the program by the members of the study group and the teachers involved in the classroom. Revisions were made in accordance with these studies. It was then recommended to the Board of Education by the administrative staff that this primary, nongraded program be implemented in all Avon elementary schools in September, 1964. This was likewise approved by the Board of Education and in September, 1964, all Avon elementary schools were using the primary nongraded curriculum.

During the academic year 1964-1965 more studies were made of the curriculum in action.

In 1965 the administration recommended to the Board of Education that the nongraded concept be extended throughout the elementary and junior high school. The Board approved this recommendation and authorized a four-week research study for the summer of 1966 charged with extending the nongraded curriculum through the junior high school. This committee was composed of reading and mathematics teachers from the upper elementary and junior high school grades. In effect, this committee repeated the process of its predessor, that of determining content, order of instruction, writing of curriculum and reference material.

In September, 1966, those elementary students who had been studying the nongraded primary curriculum continued on the new material. The rest of the students, those through the junior high school, studied material which would make placement on the levels of the curriculum possible in September, 1967. This was done in some cases by the teachers going through the new curriculum and working with concepts which the students had missed due to changes in placement of material. Therefore, in September 1967, all students in the Avon Schools, from kindergarten through junior high school were studying the curriculum contained herein.

In May, 1967, the Board of Education approved the continuation of the nongraded concept through the senior year of high school. Later a curriculum study committee was approved for the summer of 1968 to work on the mathematics curriculum for the senior high school following the level format. This was done and was implemented in September, 1968, for the freshman year at Avon High School. Further implementation in the high school will follow in succeeding years. Total implementation is planned by the 1970-1971 school year.

A COMPARISON OF GRADED AND NONGRADED STRUCTURES

GRADED STRUCTURE

1. A year of progress in subject matter seen as roughly comparable with a child's year in school.

2. Each successive year of progress seen as comparable to each part year or each year to come.

3. A child's progress seen as unified: advancing consistently in all areas of development; probably working close to grade level in most subject areas.

4. Specific bodies of content as appropriate for successive grade levels and so labeled: subject matter packaged grade-by-grade.

5. Adequacy of progress determined by comparing child's attainment to coverage deemed appropriate to the grade.

6. Inadequate progress made up by repeating the work of a given grade: grade failure the ultimate penalty for slow progress.

7. Rapid progress provided for thorough enrichment: encouragement of horizontal expansion rather than vertical advancement in work: attempt to avoid moving to domain of next teacher.

8. Rather inflexible grade-to-grade movement of pupils, usually at end of year.

NONGRADED STRUCTURE

1. A year of school life may mean much more or much less than a year of progress in subject matter.

2. Progress seen as irregular; a child may progress much more rapidly in one year and quite slowly in another.

3. A child's progress seen as not unified: he spurts ahead in one area of progress and lags behind in others; may be working at three or four levels in as many subjects.

4. Bodies of content seen as appropriate over a wide span of years; learnings viewed vertically or longitudinally rather than horizontally.

5. Adequacy of progress determined by comparing child's attainment to his ability and both to long-term view of ultimate accomplishment desired.

6. Slow progress provided for by permitting longer time to do given blocks of work: no repetition, but recognition of basic differences in learning rate.

7. Rapid progress provided for, both vertically and horizontally: bright children encouraged to move ahead regardless of the grade level of the work; no fear of encroaching on work of the next teacher.

8. Flexible pupil movement: pupil may shift to another level at almost any time: some trend toward controlling shifts on a quarter or semester basis.

QUESTIONS AND ANSWERS ON AVON'S NONGRADED PROGRAM

1. WHAT IS A NONGRADED PROGRAM?

   It is an administrative plan which removes rigid grade lines and divides the curriculum into learning levels.

2. WHY HAVE A NONGRADED PROGRAM?

   The program is designed with children's growth and learning characteristics in mind. Because each child grows and learns at an individual rate, he can progress from level to level at his own speed. It is a method of gearing the instruction to the individual child according to his special needs and abilities. Children who learn at a more rapid rate will be able to progress faster through the curriculum. Children who need a longer period of time to complete the curriculum will be able to accomplish this without repeating any block of material.

3. WHAT DOES IT MEAN?

   The word "grade" is no longer used, but rather level is used to designate the child's place in school.

4. WHAT IS LEVEL?

   A level is a block of learning. Each level contains a group of related skills and knowledge.

5. ARE OTHER SUBJECT MATTER AREAS TAUGHT?

   Yes, all areas of the curriculum are taught.

6. WHEN DOES A CHILD MOVE FROM ONE LEVEL TO ANOTHER?

   When the skills and material of a level have been mastered, the child can move to the next level. His work will be evaluated by the teacher through the use of tests, both standardized and teacher-made, as well as her observations of the child. It is to be expected that a child will have periods of slow and rapid physical and mental growth. A child may be above or below the level of some other children who started school at the same time.

7. WHAT MEASURE OF ACHIEVEMENT WILL BE USED?

   The testing program for the town of Avon will be used, as well as other standardized tests selected by the guidance director. Teacher prepared tests will also be given.

8. DOES THE AVON NONGRADED PROGRAM INVOLVE CHANGES IN TEACHING METHODS AND TECHNIQUES?

   No, the Avon Nongraded Program is basically an administrative plan which allows greater flexibility and opportunity for the individual child.

9. WHAT ARE THE FEATURES OF THE AVON NONGRADED PROGRAM?

a. Each child is an individual with his own rate and pattern of growth and should be evaluated as such.

b. Children should be taught at the level at which they are, regardless of age or length of time that has been spent in school.

c. A feeling of success is essential for normal growth.

d. The child progresses from level to level with a feeling of achievement because the levels are paced to him.

e. A pupil whose achievement approximates his ability has made satisfactory progress.

f. A child should not be forced to mark time until some of his peers reach his level of academic achievement or maturity; nor be required to learn material beyond his range of ability.

g. No child should be forced to repeat material that serves no useful learning purpose.

h. No failures; no promotions. Each child begins in September at his level of achievement in June.

i. Closer and more frequent contact and cooperation between parents and teacher.

j. The program requires greater inter-communication between teachers in order to share materials and accurately evaluate each child.

10. HOW DOES A NONGRADED PROGRAM AFFECT THE TRANSITION TO ANOTHER SCHOOL IN THE SYSTEM?

The nongraded program will make the transition easier for the student. He will start work in the new school at the level he left off the previous June. Teachers will have a complete record of his progress.

11. WOULD THE NONGRADED PROGRAM CHANGE THE PRESENT DEPARTMENTALIZATION PROGRAM IN THE UPPER LEVELS?

No! The two programs would complement each other. This combination would result in better organization and make it possible for teachers to become more effective.

TEACHER INVOLVEMENT IN THE AVON NONGRADED PROGRAM

To become an integral part of the teaching staff of the Avon Nongraded Program one must fully subscribe to the philosophy on which the program is based.

1. After due consultation with the teachers involved, any pupil may be changed from one classroom to another during the school year upon the discretion of the administration.

2. If the physical size of the classroom would adequately accommodate more children, the teacher must willingly accept the children who have progressed to the level taught in that classroom.

3. An inter-change of texts, teaching aids, and supplies between teachers is essential if the best advantage is to be made of instructional materials.

4. Each teacher must become thoroughly familiar with all phases of the testing, evaluation, and record keeping of each child and must constantly refer to this material when considering level placement.

5. Frequent staff consultation at any and all levels must be engaged in for the exchange of ideas and the discussion of mutual problems.

6. Each teacher must undertake a thorough and meticulous recording of information pertinent to the child's progress.

7. Teachers must possess a thorough understanding of the aims of the program and her role as an educator in Avon.

8. Teacher involvement in all areas of the school program, e.g., P.T.A., Study Groups, etc., is essential to the success of the program.

9. Cooperation between teachers as to duty and extra-curricular activities is imperative.

10. It is the responsibility of the staff members to keep abreast of research and development of the nongraded concept nationally. Professional materials will be provided.

11. Teachers must be willing to adapt to the somewhat less formal structure.

12. There must be a willingness on the part of the teacher to communicate to the parent any aspect of the program.

13. The success of the program is, as always, directly proportional to the quality of the teaching accomplished by the classroom teacher.

PHILOSOPHY OF THE ENGLISH ARTS DEPARTMENT

AVON PUBLIC SCHOOLS

At the core of the K-12 Language Arts program of the Avon Public Schools is the language itself -- English. The curriculum is designed to teach students the manner in which the language has developed, is used and may change in all of its many facets: speaking, writing, reading, literature and grammar. All of these are inter-related and unified; composition is oral as well as written, the enjoyment of literature depends on the ability to read, a knowledge of the structure of English can strengthen enjoyment of literature and logical development of ideas in composition, the skill and art of oral reading lead to shared enjoyment.

A K-12 curriculum is a sequential presentation of those skills and concepts to be taught. The materials of language study -- the specific literature, manuals, workbooks -- should, in most cases, be those with which the teacher and the children are most comfortable. When school adoption of material is made, it is because that material most closely adapts to the sequence and goals of our own curriculum.

PREFACE

The English Arts curriculum assumes speech, literature, composition, spelling, reading and grammar to be integral units of one discipline. This discipline and its elements have been programmed herein according to a skills-oriented spiral of increasing sophistication in order to develop sequentially the student's potential in English Arts.

Levels one through eight are designed as predominantly oral levels to teach fundamental rules in spelling, basic understandings in literature, and readiness skills in reading, oral expression, grammar, and composition. With level nine, emphasis upon written recitation begins and increases according to the child's ability.

BECAUSE OF THE STRUCTURED NATURE OF THIS CURRICULUM, IT IS ABSOLUTELY NECESSARY THAT THE ENGLISH ARTS TEACHER TEACH AND REQUIRE ONLY THOSE SKILLS WHICH ARE SPECIFIED FOR EACH LEVEL. WHILE ACTIVITIES AND ASSIGNMENTS MAY VARY GREATLY, CORRECTION AND EVALUATION MUST BE RESTRICTED TO THOSE SKILLS TAUGHT AT THAT LEVEL AND PREVIOUS LEVELS.

Team evaluation by the student's teacher and another teacher in the system is to be employed in arriving at a decision as to whether or not to pass the student to another level. The teacher to be consulted will be designated by the English Arts Coordinator in September of each year.

An English Arts folder is to be maintained for each child in the school system. This folder must contain:

(1) The level tests used by the teacher to evaluate the student. These level tests are to be kept in the folder and passed on with that folder to the succeeding teacher for his consideration.

(2) All of the written work of the child for the current year. This material is to be returned to the student at the end of the year. However, the teacher is encouraged to retain any paper which he feels might aid the student's next teacher to make a careful evaluation of the student. A note should accompany extra papers to explain their being retained and passed on.

(3) The cumulative reading record (beginning with level thirteen) which would list the required outside reading of one book per month.

These folders may be used for student-teacher and/or parent-teacher conferences. They are to be kept up-to-date at all times and are to accompany the student from level to level throughout his school program.

NOTE: Much of the terminology in the text of the curriculum is of a technical nature. It is not be be assumed that this terminology is to be taught directly or indirectly in the classroom. Instead, only those terms which will aid the student's ability to handle the material, concepts and skills should be introduced to him.

USE OF ENGLISH ARTS CURRICULUM AND LEVEL TESTS

I. Use of the curriculum guide.

A. Skills at each level are specific.
B. At early levels, skills are introduced only; they are taught more thoroughly at later levels.
C. Mastery of all skills by all children is not possible.
D. Teachers must use judgment about:
   1. Which youngsters should master all skills.
   2. Which youngsters should master only the most basic skills.
   3. Which youngsters should be exposed to skills at any given level without being forced to master the skills completely.
E. Much of the terminology (technical) is for teacher use, not for student mastery.
F. Skills at all levels overlap.
   1. Reading and spelling skills are similar at most levels.
   2. Phonemic skills in grammar are identical with those in reading and spelling.
   3. Many of the composition skills are identical with those being taught on the same level in reading: e.g. the teaching of main ideas, sequence.
G. The book is only an instrument for implementing the skills and concepts in the curriculum guide; the text is not the curriculum.

II. Use of level tests.

A. The tests are to be used only as diagnostic instruments:
   1. To determine a pupil's specific weakness at a given level.
   2. To determine those areas of instruction where teachers might want/need to restructure instruction.
B. The tests are not to be used for the purpose of passing or failing a student.
   1. Students move from one level to the next when they have completed the work to the best of their ability.
   2. Teacher judgment and previous records are of great importance.
C. Tests may be given in separate parts, throughout the level, as particular skills or concepts are learned.
D. In the early levels (or at later levels with the very slow student) tests, or parts of tests may very well be given orally and individually,

III. Principles of English Arts instruction.

A. A curriculum guide is an indicator.
B. Children are individuals and learn differently.
C. The program must remain flexible.
D. All weaknesses do not have to be eliminated before a student changes level.
E. All skills are re-taught or reinforced at higher levels -- through all equivalent grade levels.

GLOSSARY OF TERMS

Linguistics	The scientific (logical) approach to the study of language.
Syntax	The typical order of words in a sentence to convey meaning.
Kernel sentence	The simplest form of a sentence.
Transformation	The change a kernel sentence goes through to become more specific.
Phoneme	A sound unit in a language. Example: Cake has 3 phonemes /k/ /ā/ /k/
Grapheme	The written representation of a sound; maybe a letter or another kind of phonetic symbol; e.g. cake or /k/ /ā/ /k/ are both graphemic representations of the same source.
Letter	The standard single, graphemic symbol used in a language.
Homophone	Words sounding alike but spelled differently or with different meanings; e.g. red and read.
Homograph	Words spelled alike but sounding differently and with different mrsninhs; e.g. read and read.
Recognizes	Has some knowledge of, but is not necessarily thoroughly acquainted with.
Collects	Finds examples of, can make up examples, makes lists, recognizes, etc.
Phonology	The sound system of a given language.

ENGLISH ARTS SKILL CARD
AVON PUBLIC SCHOOLS

Pupil's Name _____ _____ _____
Last First

Date Started LEVEL 9 _____

Date Ended LEVEL 32 _____

SKILLS TO BE CONSIDERED

WRITING
- Organization
- Content
- Creativity
- Usage

GRAMMAR & SPELLING
- Phonemic Skills
- Morphemic Skills
- Syntactic Understanding

READING & LITERATURE
- Comprehension
- Enjoyment/Appreciation
- Vocabulary
- Insight

Level 9

Teacher _____

Level 10

Teacher _____

Level 11

Teacher _____

Level 12

Teacher _____

Level 13

Teacher _____

Level 14

Teacher _____

Level 15

Teacher _____

Level 16

Teacher _____

Level 17

Teacher _____

Level 18

Teacher _____

Level 19

Teacher _____

Level 20

Teacher _____

Level 21

Teacher _____

Level 22

Teacher _____

Level 23

Teacher _____

Level 24

Teacher _____

Level 25

Teacher _____

Level 26

Teacher _____

Level 27

Teacher _____

Level 28

Teacher _____

Level 29

Teacher _____

Level 30

Teacher _____

Level 31

Teacher _____

Level 32

Teacher _____

GRAMMAR

Level 1

The teacher should be aware that the beginning grammar skills in levels 1-8 are phonemic skills and are geared for oral presentation as a preparation for reading and writing. Written symbols will not be necessary except perhaps in the teaching of intonation patterns and punctuation. On level 9, formal presentation of the graphemic symbols that represent the familiar phonemes will begin. These beginning 8 levels should help the children to understand, collect, and classify the various meaningful sounds they use to communicate with each other.

*The skills will be mastered more efficiently if they are mastered inductively by the children. Technical and special terms are not to be presented to the learners; they are included for the convenience of the teacher.

A. Phonemic Skills

1. Has a reasonable degree of adequacy in listening and speaking, including:

   a. Perceives accurately individual sounds.

   b. Distinguishes differences between two similar sounds.

   c. Understands and uses the vocabulary and sentence structure that will be encountered in the reader.

2. Recognizes rhyming sounds

   a. Distinguishes similar vowel sounds in rhyming words: head, bed, bread.

   b. Distinguishes similar ending consonant sounds in rhyming words: bad, lad, sad.

   c. Distinguishes different consonant sounds that begin rhyming words: sit, fit, mitt.

3. Has a general concept of sounds in order to be more aware that sounds are different from letters.

B. Morphemic Skills (phonology only)

1. Recognizes the inflectional morphemes as having meaning, and changing the structure of words.

a. Plural: regular and irregular.

1. Regular forms: /ez/ (churches; /s/ (cats); /z/ (boys);

2. Irregular forms: (1) change of vowel sound (man/men); (2) null plural (sheep/sheep);

3. Change of /f/ to /v/ and addition of /z/ (knife/knives);

4. Only if used in class -- addition of /en/ (ox/oxen)

b. Possessive: /z/ (Jones's); /s/ (Beth's); /z/ (Tom's)

c. Present Tense: /ez/ (freezes); /s/ (clicks); /z/ (carries); null (they work)

d. Past Tense: regular forms /ed/ (counted); /t/ (walked); /d/ (smiled); -- irregular forms begin on level 2, but should be taught as they occur in the class.

e. ing: /ing/ (having) as contrasted with /in/ which is considered careless or substandard by many people.

f. Participle: refer to past tense phonology; 40 verbs have special participle forms which begin on level 2 but which should be taught as they occur in class.

g. Comparatives: /r/ (sweeter); irregular forms: good/better; well/better; bad/worse.

h. Superlative: /st/ (sweetest) same irregulars as comparative.

2. Recognizes the derivational morphemes as having meaning and changing the structure of words.

a. Noun-making morphemes: /r/ (worker); /f l/ (basketful); /n s/ (quietness); /m n/man/ (fireman); /m nt/ (improvement).

b. Verb-making morphemes: /en/ (sweeten); /un/ (unlock); /re/ (return).

c. Adjective-making morphemes: /f l/ (beautiful); /e/ (sleepy); /en/ (golden); /les/ (sleepless)

C. Syntactical Skills (phonology only)

1. Recognizes kernel sentences

a. We speak in sentences that separate thoughts.

b. The general structure of the English sentence; NP and VP, (noun phrase and verb phrase)

c. The NP structures: proper nouns, personal pronouns, indefinite pronouns, determiner and noun, effect of plural.

d. Adjectives function as NP modifiers.

e. All the forms of be in the predicate: effect of tense; agreement with NP; contractions.

f. Verbals:

Verb intransitive

1. Examples: occur, rain, depart, wait, play

2. Only kind that consist of verb alone.

Verb transitive

1. Examples: throw, push, nail, like

2. Followed by NP: He threw the ball.

Verbs like "seem"

1. Examples: seem, look, feel, taste, smell, sound

2. Followed by adjective: The cat feels furry.

Verbs like "become"

1. Examples: become, remain

2. Followed by NP or adjective: He became my friend.

Middle verbs (between intransitive and transitive)

1. Examples: cost, weigh, total

2. Followed by NP: It costs a dollar.

g. The effect of tense on verbals.

h. Agreement of subject and predicate.

2. Recognizing that kernel sentences can be transformed to alter their meanings.

a. yes/no question with be, be + ing, have + participle.

b. Function of do in other yes/no questions.

c. Negative statement with be*; contractions.

d. Function of do in other negatives: contractions.

e. Complex sentences: combining two or more thoughts (John came to school. John carried his lunch. - - - - - John came to school carrying his lunch.)

*be + ing, have + participle

3. Recognizing intonation patterns in English.

   a. Stress

      1. Loudness with which a syllable in a word or sentence is pronounced.

      2. 4 degrees of stress in English.

   b. Pitch

      1. That with which syllables get high or low quality.

      2. An English sentence usually has 3 levels of pitch: high, middle, low.

Level 2

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Recognizing the vowel sounds.

/i/ "ick"	/ī/ "ike"
/e/ "eck"	/ē/ "eek"
/a/ "ack"	/ā/ "ake"
/u/ "uck"	/ū/ "ook"
/o/ "ock"	(spook)
/o/ "oke"	
/oo/ "ook"	
(book)	
/ou/ "ouk"	
/au/ "auk"	
/oi/ "oik"	

Roberts employs the /k/ sound for convenience in pronouncing the various vowel sounds. Other conventions for teaching vowel sounds might be substituted.

3. Recognizes consonant sounds.

   a. Beginning sounds: /b/, /s/, /f/, /t/, /m/, /n/, /c/, /w/, /r/, /h/, /g/, /p/, /l/, /d/

   b. Ending sounds: /t/, /k/, /p/

B. Morphemic skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that use inflectional morphemes

   a. Plural: /s/ after /t/, /k/, /p/

   b. Possessive: same as plural

   c. Present tense: same as plural

   d. Past Tense: /ed/ after /t/; /t/ after /k/ and /p/

Irregulars: go/went

sit/sat

bring/brought

put/put

drive/drove

e. Participles: regular, same as past tense

Irregulars:

break/broken	drive/driven
blow/blown	freeze/frozen
shake/shaken	bite/bitten
eat/eaten	grow/grown
stink/ stunk	take/taken
fall/fallen	sing/sung
ride/ridden	tear/torn
speak/spoken	choose/chosen
give/given	come/come
steal/stolen	throw/thrown
see/seen	run/run
draw/drawn	

any other irregular forms encountered in the class should be taught.

f. ing with words ending in /t/, /k/, /p/.

g. Comparative with more.

1. Most adjectives expressing comparative with more may alternatively express it with /r/.

2. The double comparative is not standard English (more angrier.)

Irregular forms: badly/worse

little/less

comparative added to words ending in /t/, /k/, /p/.

h. Superlatives with most: same format as comparative: alternate form /est/

3. Collects words that use derivational morphemes.

a. Noun-forming morphemes: /ent/ (president)
/ash n/ (transportation)

b. Adjective-forming morphemes: /ik/ (poetic)
/ikel/ (magical)

C. Syntactical Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects kernel sentences.

a. Teacher reviews and reinforces ability to recognize and speak in sentences.

b. Be + adj. (I am happy.)

Be + NP. (I am a teacher.)

Be + adverbial of place. (She was there.)

c. Effect of tense on be.

d. Contractions of be (I'm happy.)

3. Collects transforms.

a. Questions with be.

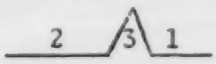
b. Negatives with be: contractions.

c. Negative questions with be: contractions.

d. Effect of tense in transforms: contractions.

4. Intonation patterns: kernel pattern

He saw a cat.



Level 3

A. Phonemic Skills

1. Teacher review and reinforces skills taught at previous levels with particular attention to vowel sounds.

2. Recognizes consonant sounds.

   a. Beginning sounds /y/, /wh/

   b. Ending sounds /d/, /m/, /n/, /th/ (thick), /th/ (then), /ch/, /sh/

3. Collects rhyming words using vowel and consonant sounds learned.

B. Morphemic Skills (phonology only)

1. Teachers reviews and reinforces skills taught at previous levels.

2. Collects words that use inflectional morphemes.

   a. Plurals: /s/ after /th/, /ez/ after /sh/ and /ch/, /z/ after /d/, /m/, /n/, /th/

   b. Possessive: same as plural.

   c. Present tense: same as plural.

   d. Past tense: /ed/ after /d/, /t/ after /th/, /d/ after /m/, /n/, /th/, /ch/, /sh/.

   Irregulars:

catch/caught	dig/dug
win/won	teach/taught
make/made	ride/rode
think/thought	sweep/swept
strike/struck	

   Any other irregular forms encountered in the class should be taught.

   e. Participles: regular, same forms as past tense.

   Irregulars:

rise/risen	weave/woven
begin/began	know/known
sink/sunk	fly/flown
wear/worn	ring/rung

   f. /ing/ after /d/, /m/, /n/, /th/, /ch/, /sh/

   g. Comparatives with <u>more</u>.

      1. Most adjectives of 2 syllables and all of more than 2 use <u>more</u> instead of /er/

      2. Adverbs ending in /le/ use <u>more</u> instead of /r/
         Comparatives of words ending in /d/, /m/, /n/, /th/, /ch/, /sh/

h. Superlatives with most: same format as comparative.

C. Syntactical Skills (phonology only)

1. Reviews and reinforces skills taught at previous levels.

2. Collects kernel sentences.

a. Have + participle, present and past tense (I have eaten, she had eaten)

b. Be + ing, present and past tense (I am eating, she was eating)

c. Contractions of have and be (I've eaten, she's eating)

3. Collecting Transforms

a. Questions with have + part., and be + ing.

b. Negatives with have + part., and be + ing.

c. Negative questions with these morphemes.

d. Contractions.

4. Recognizes intonation patterns: question pattern.

$$\underset{2}{\text{Have you}}\,/\,\overset{3}{\text{eaten?}}$$

Levels 4 and 5

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.
2. Recognizes vowel sounds /ī/, /ē/, /ā/, /ū/, /ō/.
3. Recognizes consonant sounds
   a. Beginning sounds /j/, /k/, /v/, /z/, /bl/, /pl/, /fl/, /st/, /br/, /gr/, /tr/, /dr/, /fr/.
   b. Ending sound /r/.
4. Collects rhyming words that use the vowel and consonant sounds taught.

B. Morphemic Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects words that use inflectional morphemes:
   a. Plural: /z/ after /r/, /ī/, /ē/, /ā/, /ū/, /ō/.
   b. Possessive: same as plural.
   c. Present tense: same as plural.
   d. Past tense: /d/ after /r/, /ī/, /ē/, /ā/, /ū/, /ō/.
   e. /ing/ after /r/, /ī/, /ē/, /ā/, /ū/, /ō/.
   f. Participle: same as past tense.
   g. Comparative and superlative morphemes after /r/, /ī/, /ē/, /ā/, /ū/, /ō/.

C. Syntactical Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects kernel sentences.
   a. Modals, present and past tense: may/might, can/could, will/would, shall/should, must
   b. Noun phrases
      1. Using different NP's proper nouns, personal pronouns, indefinite pronouns, determiner + nouns.
      2. Choosing NP's for preciseness and exactness.

3. Collects transforms

   a. Questions with modals

   b. Negatives with modals, contractions

   c. Negative questions with modals, contractions

   d. Object transformation: I - me, he - him, she - her, we - us, they - them.

4. Teacher reviews and reinforces kernel and question intonation patterns.

D. Mechanics

1. Period at low pitch level end of kernel sentence.

2. Question mark at high pitch level end of question.

Level 6

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.
2. Recognizes vowel sounds /i/, /e/, /a/, /u/, /o/.
   a. Medial sounds in one syllable words.
   b. Beginning sounds in one syllable words.
3. Recognizes consonant sounds.
   a. Beginning sounds /kr/, /kl/, /sl/, /sn/
   b. Ending sounds /eks/, /z/, /nk/, /ng/
   c. /s/ and /k/ sounds of c: cat, cent
   d. /g/ and /j/ sounds of g: game, gem
4. Collects rhyming words that use the combinations of sounds: (refer to phonograms listed under word study skills in reading skill outline)

B. Morphemic Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects words that use inflectional morphemes.
   a. Plural: /ez/ after /eks/ and /z/; /s/ after /nk/; /z/ after /ng/.
   b. Possessive: same as plural
   c. Present tense: same as plural
   d. Past tense: /t/ after /eks/ and /nk/; /d/ after /z/ and /ng/
   e. /ing/ added after /eks/; /z/; /nk/; /ng/
   f. participle: same as past tense
   g. comparative and superlative morphemes after /eks/, /z/, /nk/, /ng/

C. Syntactical Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects kernel sentences.
   a. Agreement of noun phrase and verb phrase.
   b. Selection of verb phrases for preciseness and exactness.

c. Collects transforms.

1. There transformation; contractions. A mouse is in the cupboard ⟶ There's a mouse in the cupboard.

2. There with being contractions. A man is waiting ⟶ There's a man waiting.

3. Wh questions: who, what, where, how, etc.

4. Comparative transformation with than

5. Superlative transformation with of

6. Passive transformation. She ate the candy ⟶ The candy was eaten.

7. Possessive transformation. John has a bicycle. The bicycle is broken. ⟶ John's bicycle is broken.

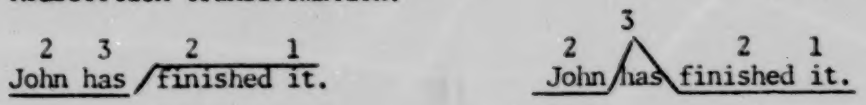
8. Recursiveness.

The boy was in the room. The boy was angry. ⟶ The boy in the room was angry.

d. Intonation patterns.

1. Patterns for kernel sentences and transforms that are taught.

2. Reassertion transformation.



Levels 7 and 8

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Recognizes vowel sounds.

   a. Variant sounds of /a/, and /ā/ before /ī/, /w̄/, and /r/.

   b. Variant sounds of /e/, and /ē/, /i/ and /ī/, /o/, and /ō/, /u/, and /ū/ before /r/.

   c. Words with the sounds /au/, /ou/, and /oi/.

   d. Collects words of one syllable that end in /ā/, /ō/, /ī/, /ē/, /ū/.

3. Recognizes beginning consonant sounds /sk/, /sp/, /kw/, /thr/, /spr/, /str/, /skw/.

B. Morphemic skills (phonology only)

1. Teacher reviews and reinforces skills taught in previous levels.

2. Collects words that use inflectional morphemes.

   a. Plural: /z/ after /l/ and /w/.

   b. Possessive: same as plural.

   c. Present tense: same as plural

   d. Past tense: /d/ after /l/ and /w/.

   e. ing after /l/ and /w/.

   f. Participle: same as past tense.

   g. Comparative and superlative morphemes after /l/ and /w/.

C. Syntactical Skills (phonology only)

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects kernel sentences.

   a. Choosing NP's for preciseness

   b. Choosing VP's for preciseness

   c. Choosing adjectives and adverbs for preciseness and exactness

3. Collects transforms

   a. Conjunctions and, or, but, so.

b. Deletion

Mary saw a thrush and Helen saw a thrush. ⟶ Mary and Helen saw a thrush.

John walked to school. John carried his lunch. ⟶ John walked to school and carried his lunch.

c. Subordinating transformation with <u>that</u>.

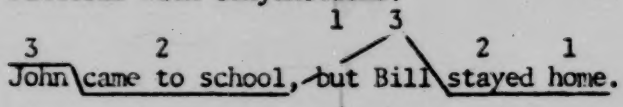
I knew that they had the mumps.

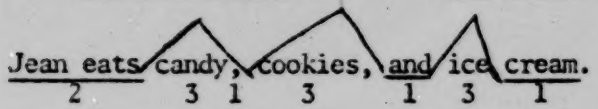
d. Relative clauses with <u>who</u>, <u>which</u>, <u>that</u>.

e. Subordinating transformations with <u>since</u> and <u>because</u>.

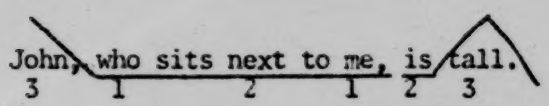
4. Intonation patterns

a. Patterns with conjunctions.





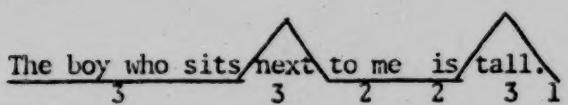
b. Patterns with restrictive relative clauses.



D. Mechanics

Commas before conjunctions at low pitch level.

Commas around nonrestrictive relative clauses at low pitch levels, as contrasted with no commas around restrictive relative clauses where pitch is middle.



Level 9

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous level.

2. Collects words that use the vowel sounds /i/, /e/, and recognizes the various symbols that represent these sounds.

3. Collects words that use the consonant sounds /p/, /t/, /k/ at the beginning and symbols that represent these sounds.

4. Collects rhyming words using the sounds above, and recognizes that rhyme depends on sounds, not spelling, that words may rhyme even though they are spelled in different ways.

B. Morphemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that utilize the inflectional morphemes and recognizes the various symbols that represent these morphemes and how they change the structure of the words.

   a. plural

   b. Present tense: s form after singular subject.

C. Syntactical Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Recognizes kernel sentences.

   a. Two main parts

3. Intonation patterns

   Teacher reviews and reinforces skills taught at previous levels.

   a. kernel pattern

   b. question pattern

D. Mechanics

1. Reviews and reinforces skills taught at previous levels.

   a. Period after statement

   b. Question mark

2. Capitalization of first word of sentence

Level 10

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that use the vowel sounds /a/, /u/, /o/, and recognizes various symbols that represent these sounds.

3. Collects words that use the consonant sounds /b/, /d/, /g/ at the beginning and at the end, and recognizes various symbols that represent these sounds.

4. Collects rhyming words using the sounds above.

B. Morphemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Understands what etymology is.

C. Syntactical Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Recognizes kernel sentences.

a. Det. + N. as subject.

b. Be in the predicate.

1. present tense form of be.

2. May with be.

3. Intonation patterns

a. Reviews and reinforces skills taught at previous levels.

b. Date and letter evaluation.

2 3 2 3
July 8, 1967

2 1
Dear John

4. Mechanics

a. Comma in dates and after letter salutation at low pitch levels.

b. Capitalization.

1. First word in salutation.

c. Indentation in body of letter.

d. Margins.

Level 11

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects words that use the vowel sounds /ī/, /ē/, and recognizes the various symbols that represent these sounds.
3. Collects words that use the consonant sounds /g/, /ch/, /j/, and recognizes the various symbols that represent these sounds.
4. Collects rhyming words using the sounds above.

B. Morphemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects word origins.

C. Syntactical Skills

1. Teacher reviews and reinforces skills taught at previous levels.
2. Collects kernel sentences.
   a. Proper nouns as subjects
   b. Verbs
      1. all categories (VI, VT, VS, Vb, Vmid)
      2. Simple and s forms (/s/, /z/, /zl/)

D. Mechanics

1. Teacher reviews and reinforces skills taught at previous levels.
2. Capitalization
   a. proper nouns
   b. titles before names and initials
   c. words in titles

Level 12

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that use the consonant sounds /r/, /f/, /v/ at the beginning and at the end, and recognizes the various symbols that represent these sounds.

3. Collects rhyming words using the sounds above.

B. Morphemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects word origins.

C. Syntactical Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects kernel sentences.

a. Personal pronouns and indefinite pronouns as subjects

b. Adjectives in the predicate

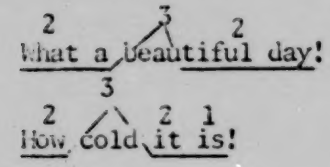
c. After be

d. After seem, look, feel, grow, taste

3. Intonation Patterns

a. Teacher reviews and reinforces skills taught at previous levels.

b. Exclamation pattern



4. Mechanics

a. Teacher reviews and reinforces skills taught at previous levels.

b. Exclamation point

c. Capitalization of the word I

Level M3

A. Phonemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that use the vowel sounds /ā/, /ō/, /ū/ and recognizes the various symbols that represent these sounds.

3. Collects words that use the consonant sounds /s/ and /z/ and recognizes the various symbols that represent these sounds.

4. Collects rhyming words that use these sounds above and recognizes that rhyme depends on sounds not spelling, that words may rhyme even though they are spelled in different ways.

5. Child understands the term homophone.

B. Morphemic Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects words that utilize the inflectional morphemes and recognizes the various symbols that represent these morphemes and how they change the structure of these words.

   a. Plural es after y, s, z, ch, x, sh, (y to i, then add es) s after all others.

   b. Possessive personal pronouns.

   c. Present tense forms of be contractions.

   d. Past tense form of be.

3. Collects word origins.

C. Syntactical Skills

1. Teacher reviews and reinforces skills taught at previous levels.

2. Collects kernel sentences.

   a. Agreement of subject with be and verb forms.

   b. Agreement of subject with verb forms.

   c. Structure in predicate: N.P.'s and Ad's after be.

D. Mechanics

1. Teacher reviews and reinforces.

2. Period after abbreviation.

3. Commas in heading and closing of letter.

Level 14

A. Phonemic Skills

1. Teacher reviews and reinforces.

2. Collects words that use the complex vowel sounds in the middle and the end of words, and recognizes the various sound symbols that represent these sounds.

3. Collects words that use the consonant sounds /sk/, /r/, /l/ at the beginning and at the end of words, and recognizes the various symbols that represent these sounds.

4. Collects rhyming words that use these sounds.

5. Collects homophones.

B. Morphemic Skills

1. Teacher reviews and reinforces.

2. Collects words that utilize the inflectional morphemes and recognizes the various symbols that represent these morphemes and how they change the structure of words.

   a. Plural: exceptions that change f to ves.

   b. Possessive: Adding 's to singular form of a noun.

   c. Present tense: meaning of the present tense as expressing present tense, repeated action. (John eats lunch in the cafeteria) and future tense (John leaves tomorrow).

   d. Past tense: regular forms of verbs, irregular forms of see, eat, drink, speak.

3. Collects word origins.

C. Syntactical Skills

1. Teacher reviews and reinforces.

2. Collects kernel sentences.

   a. Noun phrases: structure and function.

      1. Det. + N., singular and plural.

      2. Common and proper nouns, singular and plural.

      3. Object of preposition.

      4. Structure in predicate: adverbials of place (adverbs, prepositional phrases)

D. Mechanics

1. Teacher reviews and reinforces.

2. Apostrophe

   a. in contractions

   b. to show possession

Level 15

A. Phonemic Skills

1. Teacher reviews and reinforces.

2. Collects words that use the complex vowel sounds /oo/, /au/, /oi/, /ou/and recognizes the various symbols that represent these sounds.

3. Collects words that use the consonant sounds /m/, /n/ at the beginning and at the end of words, and recognizes the various symbols that represent these sounds.

4. Collects rhyming words that use these sounds.

5. Collects homophones.

B. Morphemic Skills

1. Reviews and reinforces.

2. Collects words that utilize the inflectional morphemes and recognizes the various symbols that represent these morphemes and how they change the structure of words.

   a. Plural: irregulars - man, tooth, mouse, foot, goose, house, woman.

   b. Possessives: plural noun phrases.

   c. Present tense: forms of verbs.

   d. Past tense: irregular forms.

3. Collects word origins.

C. Syntactical Skills

1. Teacher reviews and reinforces.

2. Collects kernel sentences.

   a. Noun phrase: structure and function.

      1. personal pronouns as subjects; as objects; as complements; agreement; possessive.

      2. Indefinite pronouns; agreement; possessive.

   b. Structure in predicate: complements, objects of verbs, prepositional phrases, adjective adverb.

3. Collects transformations.

   a. possessive transformations.

D. Mechanics

1. Teacher reviews and reinforces.

2. Quotation marks.

Level 16

A. Phonemic Skills

1. Teacher reviews and reinforces.

2. Collects words that use the vowels, /ə/.

3. Collects words that use the consonant sounds /th/, /ng/ at the beginning and at the end of words, and recognizes the various symbols that represent these sounds.

4. Collects rhyming words that use these sounds.

B. Morphemic Skills

1. Teacher reviews and reinforces.

2. Collects words that use the inflectional morphemes and recognizes the various symbols that represent these morphemes and how they change the structure of words.

   a. present tense: tense and time

   b. past tense: tense and time

   c. ing

3. Collects words that use the derivational morphemes, adverb-forming morphemes.

4. Collects word origins

C. Syntactic Skills

1. Teacher reviews and reinforces.

2. Collects kernel sentences.

   a. Articles in V. P.'s

   b. Reflexive form of personal pronoun

3. Recognizes the meaning of transformation and transform.

4. Collects transforms. Adjectives in N.P.'s.

D. Mechanics

1. Teacher reviews and reinforces.

Level 17

A. Phonemic Skills

1. Teacher reviews and reinforces.

2. Collects words that use the consonant sounds /w/, /y/, /h/ at the beginning and at the end of words, and recognizes the various symbols that represent these sounds.

3. Collects rhyming words that use these symbols.

4. Collects homophones.

B. Morphemic skills

1. Teacher reviews and reinforces.

2. Recognizes and builds morpheme strings.

3. Distinguishes between morphemes and syllables.

4. Collects word origins.

C. Syntactic Skills

1. Teacher reviews and reinforces.

2. Collects transforms. Possessive transformation.

D. Mechanics

1. Teacher reviews and reinforces.

Level 18

A. Phonemic Skills

1. Teacher reviews and reinforces.
2. Gains ability to distinguish the vowel sound /e/.
   a. in one-syllable word
   b. in weakly stressed syllables
   c. /er/, /el/, /en/
3. Recognizes the meaning of stress, and is able to distinguish first, second, and third stress in words.

B. Morphemic Skills

1. Teacher reviews and reinforces.
2. Collects words that use the inflectional morphemes.
   a. plural: applied in morpheme string
   b. possessive: applied in morpheme string
   c. present tense: applied in morpheme string
   d. past tense: applied in morpheme string
   e. ing
   f. participle
3. Collects words that use the derivational morphemes.
   a. Adjective-forming morpheme ful
   b. Verb-making morpheme en
   c. Adjective-making morpheme en
   d. Noun-forming morpheme er
   e. Adjective-forming morpheme er
4. Collecting word origins.

C. Syntactic Skills

1. Teacher reviews and reinforces.

2. Collects transforms.

    a. Comparative transformations

    b. Negative transformations

D. Mechanics

1. Teacher reviews and reinforces.

2. Recognizes apostrophe in contraction will not = won't

Level 19

A. Phonemic Skills

1. Teacher reviews and reinforces.
2. Collects words using vowel sounds / / (schwa)
   a. weakly stressed syllable /er/, /el/, /en/, /em/, /ed/, /et/
3. Reviews and reinforces stress.

B. Morphemic Skills

1. Reviews and reinforces with particular attention to modals, have, be and verbs.
2. Collects derivational morphemes er-1 and er-2
   en-1 and en-2
   -let
3. Collects word origins.

C. Syntactic Skills

1. Reviews and reinforces.
2. Collects kernel sentences.
   a. collects noun phrases and verb phrases
      1. structures and functions: meanings and application of terms
      2. kinds of determiners
      3. kinds of common nouns
      4. plural and possessive morphemes in the morpheme string
   b. collects verb phrases
      1. structures and functions
      2. the tense morpheme in the morpheme string
      3. expands predicate with be + ing
      4. expansion of predicate with have + part.
      5. expansion of predicate with modals
   c. Collects noun phrases
3. Collects transformations

D. Mechanics

Quotation marks within other quotation marks.

Level 20

A. Phonemic Skills

1. Teacher reviews and reinforces.
2. Collects homophones.

B. Morphemic Skills

1. Reviews and reinforces.
2. Collects derivational morphemes.
   a. ly-1 and ly-2
   b. ful
3. Collects word origins.

C. Syntactic Skills

1. Reviews and reinforces.
2. Collects kernel sentences.
   a. collects noun phrases
      1. the complement function
      2. the object function
   b. affirmative request
   c. the four kinds of sentences
3. Collects transforms: morpheme strings.
   a. Negative with be + ing, have + part., modals and do with a verb.
   b. Yes/no questions with be + ing, have + part., modals and do with a verb.
   c. Where questions.
   d. When questions.
   e. How questions.
   f. What or who/whom questions.

D. Mechanics

1. Teacher reviews punctuation for four kinds of sentences.

Level 21

A. Phonemic Skills

1. Teacher reviews and reinforces.

2. Contrast in stress in nouns and verbs.

B. Morphemic Skills

1. Teacher reviews and reinforces.

2. Collects derivational morphemes

a. able

b. ent

c. ence

d. ion

3. Collects word origins.

C. Syntactic Skills

1. Teacher reviews and reinforces.

2. Collects transforms: morpheme string

a. compounding verb phrases, adjectives, adverbials, noun phrases.

b. recursive transformation

c. recognizes the meaning of recursives and the concept: There is . . . no limit to the possible length or number of English sentences generated by just a handful of grammatical rules (Roberts-6, p. 171)

d. relative clauses

1. recognizes the meaning of clauses.

2. recursiveness of relative clauses.

3. restrictive and non-restrictive clauses.

4. relative pronouns substituting for objects.

5. who/whom in relative clauses.

6. expanded N.P.'s

D. Intonation Patterns

1. Review levels 7 and 8.

E. Mechanics

1. commas in compounding.

2. commas around non-restrictive relative clauses.

Level 22

I. Noun Phrases

A. Four types

1. Proper noun

2. Determiner and noun

a. Kinds of determiners - definite and non-definite articles

b. Kinds of common nouns - count and non-count nouns

3. Personal Pronouns

4. Indefinite Pronouns

B. Noun Inflectional Morphemes

1. Definition of morphemes

2. Kinds of noun inflectional morphemes

a. possessive morpheme

b. plural morpheme

Level 23

The Verb Phrase --

I. Auxiliary - the verb inflectional morphemes

A. tense

1. past

2. present

B. Optional Auxiliaries

1. Be + ing

2. modals

3. have + participle

II. Verbals

A. transitive + noun phrase

B. intransitive

1. + adverb of manner

2. + adverb of place

3. + adverb

III. Forms of Be + Complements

A. Be + noun phrase

B. Be + adverb of place

C. Be + adjective

Level 24

I. Transformations

A. Passive

B. Relative clause

1. relative pronouns

2. kernel sentence -- noun phrase + relative clause -- complex sentence

C. Adverbial modifier

D. Noun modifier

E. Possessive

II. Derivational morphemes

A. -ance
B. -able
C. -ant
D. -ative
E. -cy
F. -en
G. -ence
H. -ent
I. ex-
J. -ful
K. -hood
L. -less
M. -ly
N. -ment
O. un-

Level 25

I. Transforms

A. Compounding

1. Conjunctions

a. coordinating: and, but, or

b. other connectors: for, so, yet, also, nor

c. correlative conjunctions: both. . . .and, either. . . .or, not only. . . .but also.

2. Conjuncts - elements in a compound structure joined by a conjunction

a. nouns

b. adjectives

c. adverbs

d. sentences

e. three or more of the above

3. Punctuation of compound sentences

a. a comma is usually used before a conjunction if the conjuncts are sentences.

b. a semi-colon is ordinarily used when the two sentences conjuncts are long or contain commas, or if the conjunction is eliminated.

B. Relative clause

1. Mechanics of: Insert + matrix -- result

2. Deletion: delete relative pronouns + tense + be

3. Compounding

4. Nonrestrictive

5. Nonrestrictive deletion

6. Clauses as sentence modifiers

II. Derivational Morphemes

A. Prefixes

1. de
2. ex
3. pre
4. re
5. sub

B. Suffixes

1. able
2. al
3. ate
4. ation
5. cy
6. en
7. ence
8. ent
9. er
10. ess
11. ful
12. fy
13. ing
14. ion
15. ish
16. ism
17. ist
18. ity
19. ive
20. ize
21. less
22. let
23. ling
24. ly
25. ment
26. ness
27. ular
28. y

Level 26

I. History of the English Language

A. Language of World

B. Language Familiar

C. Indo-European Language

D. Germanic Language

E. English beginnings in England

II. Understands the history of English and its relationship to the structure of English today

A. Old English

B. Prefixes from Old English

C. Derivational morphemes from Latin

D. Foreign words borrowed by Old English

E. the Scandinavians

F. Two characteristics of Germanic - consonant shift and stress shift

G. State of England in 1606

H. Middle English

I. France in Middle English

J. From Middle to Modern English

K. Latin words borrowed by early modern English

L. The 16th Century dispute about Latin borrowing

M. Features of Early Modern English

N. Present-tense forms of early modern English

O. Schwa in Early Modern English

SPELLING

Level 1

A. Recognizes all initial consonants and their sounds, with emphasis on those consonants used in a particular reading series.

B. Reinforcement of initial consonant sounds through (1) supplementary words common to children, (2) matching pictures with their initial consonant sounds, (3) games devised to promote individual participation, (Ex. use of flannelboard, etc.), (4) exercises involving listening and following directions to specify particular consonants.

C. Mastery of letter symbols of the alphabet in their proper sequence.

D. Ability to form the letter symbols of the alphabet.

Level 2

A. General Skills

1. Reviews and reinforces initial consonant sounds.

2. Introduces concept of last consonant sounds and practices listening for these sounds and recognizes when they are and are not alike.

3. Recognizes capital letters and small letters at the beginning of words.

4. Distinguishes between singular and plural forms of simple nouns.

5. Recognizes rhyming words and substituting of initial consonant to form simple "rhyming word" families.

Level 3

A. Recognizes consonant clusters th, wh, sh, at the beginning of words, (Not changing role of h)

B. Recognizes differences in sound of w and wh at beginning of words. (Ex. win, when)

C. Recognizes initial sound and final sound of s in words. (S sounds like z in some words).

D. Recognizes l as a beginning sound in words. (Ex. lamb, limb, ladder)

E. Recognizes ending consonant clusters nd and nt by listening and also observing printed words.

F. Recognizes that ll, dd, and ss stand for final sounds. (Ex. will, dress, add).

G. Recognizes singular and plural forms of simple nouns.

H. Recognizes singular possessive formed by adding s.

Levels 4 and 5

A. Recognizes the sound of r in a two- or three-letter consonant cluster which makes one sound. (Ex. straight, strike, spring, three, from).

B. Gains ability to hear and spell words ending in r preceded by different vowels.

C. Recognizes the sound of l in a two- or three-letter initial consonant cluster to make one sound. (Ex. bl, pl, fl, sl, gl, -- blow, play, fly, slap, glass).

D. Recognizes that the final consonant clusters ct, ft, lt, pt, lf, lk, lp, mp, sk, sp, usually come together to produce one sound.

E. Recognizes the three-letter ending consonant cluster tch, and the two-letter ending consonant clusters sh and ch.

F. Gains ability to hear and spell the consonant cluster st in the initial and final positions of words.

G. Listens for, hears, and represents by letter the phonemes thus far taught, and identifying the phoneme as the initial, medial, or final sound. (Begin using the term "phoneme" in place of "sound".)

H. Recognizes that the symbols a, e, i, o, u are vowels.

I. Masters long vowel sounds.

J. Gains ability to form a compound word by putting two familiar words together resulting in a new word with a different yet logical meaning.

K. Recognizes the initial hard c sound (like k) in words and represents sound by correct symbol.

L. Recognizes qu as the sound of kw, in words such as queen, quarter, quilt. (Ex., Quentin Quimby said "Quit your quarreling and be quiet."

M. Recognizes that vowels have more than one sound.

N. Introduces short vowel sounds at initial and medial positions in the word.

O. Forms simple words by writing in sequence the letters students have learned to stand for particular sounds.

P. Places words in simple sentences through use of context clues. Notes capital letter on first word of sentence.

DICTIONARY SKILLS

Recognizes that the picture dictionary helps to understand the meaning of words through the use of pictures.

Level 6

A. General skills

1. Teacher reviews and reinforces initial consonant sounds.

2. Gains ability to recognize and spell days of the week and months of the year. Also to spell abbreviations.

3. Perceives double consonants in ending and medial positions.

4. Teacher reinforces and expands word list using two letter initial consonant clusters ch, cr, cl, sl, sn, sh, sp, sc, qu, th.

5. Practices hearing and identifying correct short vowel sounds in words. (ex. sit, set, sat)

6. Perceives that in vowel digraphs ee, ai, ay, oa, ea, the first vowel is long and the second vowel is silent. (Short ea is treated separately.)

7. Gains ability to form rhyming words using phono-grams learned in reading. (ex. ame, ear, ich, ound, ust.)

8. Perceives that a contraction is a shorter way of writing two words. (ex. I will = I'll)

   a. Has ability to form contractions.

   b. Has ability to recognize words which make up contraction.

      (Point out difference between comma and apostrophe as to position with respect to line.)

9. Gains ability to form plurals of words ending in ss, ch, tch, sh, and x by adding es.

10. Alphabetizes words by second and third letters when initial letter is the same, using both capital and small letters.

11. Perceives that long a sound can be represented in words by a, ai, ay, and ey.

12. Gains ability to form sentences by putting a given set of words in the correct sequence.

Levels 7 and 8

A. Understands long i sound in words ending in ie and y. (ex. ie - pie; y - cry)

B. Understands long i sound in the phonogram ight. Note the silent letters gh.

C. Understands the different sounds of ce and se at the end of words. (ex. fence - s sound; these - z sound.)

D. Understnnds that there are different ways to spell the short vowel sounds. (ex. love - short u; bread - short e; friend - short e; some - short u; touch - short u.)

E. Recognizes the similar short sounds oo as represented by: ou (would), u (push), o (wolf).

F. Understands that in forming the plurals of words ending in f, the f is changed to ve before adding s. (half - halves). Words ending in y change the y to ie before adding s. (fly - flies).

G. Recognizes that certain words have irregular plurals. (ex. man - men; goose - geese).

H. Spells number words twenty-one through one hundred. (If student can be taught to form the compound numbers from twenty-one through thirty, he should have no difficulty.

A. General Skills

1. Reinforces and expands word list using three-letter initial consonant clusters thr, spr, str, squ, scr.

2. Understands the principle that when there are two vowels in a word, one of which is a final e, the first vowel is long and the e is silent.

3. Understands that the final e in a word is usually silent.

4. Recognizes the letter y as a consonant sound at the beginning of a word (yellow) and as a vowel sound at the end of a word. (pretty)

5. Recognizes the similar sound in the vowel digraphs oe, oo, ou, ue, ui. (Ex. shoe, moon, soup, blue, suit.

6. Recognizes diphthongs ow and ou as they sound in words. /ou/ (ex. clown, sound)

7. Recognizes that r following any vowel gives that vowel a special sound.

8. Recognizes skills in adding ing to words.

   a. adding ing to root words (ask - asking)

   b. adding ing to words ending in e by dropping the e before ing. (write - writing)

9. Recognizes that words may sound the same but differ in spelling and meaning. (ex. road, rode; blew, blue) Term: homophones

DICTIONARY SKILLS

1. Understands the word glossary as a section in the back of a book where technical terms used in the book are defined. (ex. Social Studies, Science, etc.)

2. Teacher introduces the dictionary as a separate book in which words of many kinds can be found.

Level 9

A. Reinforces proofreading skills in connection with composition strand of L. A.

B. Reviews and reinforces the phoneme-grapheme correspondences of short vowel sounds and consonant sounds taught in previous levels.

C. Reviews and reinforces homophones as words pronounced alike regardless of spelling. (ex. bare, bear; hair, hare)

D. Introduces homographs as words that are spelled alike regardless of pronunciation. (ex. lead (v), lead, (n).)

Note: the terms verb and noun should be clarified to help students understand homographs.

E. Understands that the symbol / / is used to signify a phoneme. (ex. vowel sound in paid is /a/, but the spelling of /a/ is ai.)

F. Reviews and reinforces o͝o and o͞o diphthongs. (ex. long o͞o = /u/; short o͝o = /u/

G. Understands that /a/ sound can be spelled ei as in eight or eighteen and ai as in straight.

H. Understands that /e/ sound can be spelled ie as in chief, thief, etc.

I. Reviews /oi/ sound as spelled oi or oy. Ex. choice, enjoy.

J. Understands that verbs can be changed to mean something already done. Some are formed by adding ed; others are irregular. Ex. blow, blew, call, called.

K. Review and reinforce forming plurals (including all situations)

L. Reinforces understanding that /r/ following a vowel gives that vowel a special sound. Ex. ur = hurry; er = herd; ir = bird; ear = heard; or = word.

M. Understands /r/ sound in combinations or as in storm, fork; ar combinations as in quart, warm.

N. Understands /ar/ sound as represented by ear in wear; air in hair; eir in their; are in care; ere in there.

DICTIONARY SKILLS

1. Understands that antonyms are words that mean the opposite. Ex. night - day.

2. Understands that synonyms are words that mean the same. Ex. big - large.

3. Initiates thought provoking question: "Where does a word come from?"

Level 10

A. Understands that the /o/ sound can be spelled aw as in saw; al as in hall or talk; augh as in daughter; and ough as in ought or cough.

B. Understands that the suffix er is an unaccented syllable added to root words. (Adding er changes a word into its comparative form. Ex. long, longer.)

C. Understands that the suffix er added to a verb can mean "someone who does." Ex. If you play baseball, you are a baseball player.

D. Understands that the suffix en changes the meaning of words. Ex. dark, darken.

E. Understands the sound /ar/ in words such as carpet, party, are.

F. Recognizes that a rebus (re bus) is a puzzle in which pictures stand for words or syllables.

G. Understands that the three most common spellings of /f/ are f, ph, and ff; /f/ is also spelled gh as in cough, laugh, rough, and graph.

DICTIONARY SKILLS

1. Students should not confuse names of letters with the sounds they represent in the dictionary pronunciation. Ex. /k/ in cart.

2. Practice in finding words by using guide words.

3. Understanding of "key" words to help identify particular sounds that each sound-symbol represents.

Level 11

A. Understands that the spelling of /j/ is j. When /j/ is preceded by /n/ or /r/ or a long vowel sound, it is spelled ge. (ex. change, large). When /j/ is preceded by a short vowel sound it is spelled dge. (ex. edge, bridge)

B. Reinforce the spellings of /s/ in words represented by s (soil); c (circus); ce (space); sw (answer, sword); sc (science, scissors)

C. Teacher reviews and reinforces compound words, remembering that each short word of a compound word is a syllable, but that some short words may have more than one syllable. (ex. any-body)

D. Understands that compound words may have a suffix added as pen + man + ship. The word ship may be the second part of a compound word as hardship.

E. Understands that the suffix ed represents /t/ when added to a verb ending in one of the following consonant phonemes: /p/, /k/, /ch/, /f/, /th/, /s/, or /sh/. ed is a syllable when added to verbs ending in /t/ or /d/.

F. Understands that the number of vowel sounds in a word governs the number of syllables in a word. (ex. po ta to)

G. Understands that a single letter consonant phoneme preceded by a short vowel is doubled before adding er or ing. (ex. shop, shopping; shop, shopper)

H. Understands that a at the beginning of many words forms a separate syllable. (ex. a lone, a bove) which is unaccented.

I. Understands that the unaccented syllable /ə/ that ends many common words is usually spelled le. (Exceptions: pupil, model, shovel)

J. Teacher reviews and reinforces (') as the apostrophe and its use in forming contractions.

K. Recognizes it's as a contraction for it is and not to be confused with the possessive form its.

DICTIONARY SKILLS

1. Understands that certain roots of words (borrowed from Greek, etc.) have meanings themselves which help us in defining the word. Ex. tele means far away; phone means sound.

2. Understands the schwa /ə/ sound usually heard in unaccented syllables and how this symbol is used in the dictionary to take the place of any unaccented vowel sound.

3. Understands that (ˊ) as a primary accent mark to show the syllable which is pronounced with the most force. Ex. a mong

4. Understands the meaning of synonyms and antonyms and their many uses.

Level 12

A. Perceives that abbreviations are shorter ways of writing words and always end with a period. Ex. Mrs. is an abbreviation and also a title.

B. Preceives abbreviations A.M. and P.M.; U.S.A.; U.S.

C. Continues syllabication with employment of longer words; use of primary accent mark.(ˊ)

D. Perceives the spelling of names of holidays and reviews months of the year; spelling of United States; United States of America.

E. Practices finding homophones (words alike in sound but different in spelling and meaning).

F. Recognizes that prefixes may change the meaning of the word. Ex. re = again reload = load again.

NOTE: the word prefix comes from Latin meaning to fix before.

G. Perceives the use of apostrophe in spelling of possessives. Ability to form possessives.

H. Perceives the spelling of present and past tenses of verbs. Ex. play, plays, played.

DICTIONARY SKILLS

A. Practices use of dictionary to find pronunciation, meaning of words, and syllables. (Note ability of students to turn to approximate section of dictionary where word will be found.)

i.e. (1) a f (2) g h
(3) m r (4) s z

B. Becomes proficient in use of Guide Words in finding a word quickly.

C. Comprehends pronunciation Key in front of dictionary as guide to pronunciation of words written phonetically.

Level 13

A. Ability to distinguish syllables in polysyllabic words.

B. Practices spelling and writing words that contain consonant clusters. (ex. nk in chunk; nd as in blond)

C. Recognizes the two main ways in which words are built:

1. Compounding - combining two words.

2. Affixation - adding prefixes and/or suffixes to root words to form words whose meanings are altered or different from the root word.

D. Ability to spell words with vowel digraphs.

E. Recognizes that sounds or syllables added to nouns to make them plural are inflectional suffixes. (ex. sheet, sheets)

F. Teacher reviews and reinforces long vowel sounds spelled by different letter combinations. (ex. ough, doughnut; ow, elbow)

G. Practice in pronouncing two-syllable words in order to distinguish between stressed and unstressed syllables.

H. Practice in writing the vowel sound spelling in foot /fut/ sometimes spelled oo, ou, u; and /mun/ sometimes spelled oo, o, ue, oe, ou.

I. Practice in spelling words with suffix hood which, when added to certain nouns, forms a noun with another meaning. (ex. girl + hood = girlhood)

J. Teacher reviews and reinforces vowel sounds before /r/.

K. Teacher reviews and reinforces vowel sounds in saw and ball.

L. Teacher reviews and reinforces spelling present and past tenses of verbs.

M. Proficiency in spelling words using suffixes - ish, ment, ess, ward, an, ern, ese.

DICTIONARY SKILLS

Uses dictionary to reinforce spelling and meaning. Uses dictionary to collect spelling words using prefixes con, dis, ion, in, ex, de.

Level 14

A. Ability to divide polysyllabic words containing double consonants. (Ex. ac ci dent)

B. Understands that al, el, il, le, at the end of words still represent a vowel sound even though its pronunciation is weak.

C. Understands that en, on, at the end of words form a weak vowel sound. (ex. garden, pardon)

D. Ability to form adjectives from verbs by adding the suffix able.

E. Perceives that the consonants s and w may be silent in some words. (Ex. island, wrist)

F. Teacher reviews and reinforces that the consonant cluster /kw/ is usually spelled /qu/. Include the consonant cluster /skw/ or /squ/.

G. Perceives that the spelling of a as in squad, squash is the same vowel sound /o/ as in the word odd. This sound is always spelled a when following the consonant cluster /skw/.

H. Perceives the different spellings of /z/; z representing /z/, s representing /z/, z written twice representing /z/, and ze or se representing /z/.

I. Differentiates between assimilation and prefixes.

J. Perceives that ly and y are adverbial suffixes, cloud, cloudy, and that ful is an adjectivial suffix, play, playful.

K. Perceives that in some words ly is added without changing root word (normal, normally), in several words the final y is changed to i before adding ly (merry, merrily).

L. Perceives that in words ending in e, the e is dropped before adding y. (Ex. flake, flaky)

M. Enlargement of list of words that can be abbreviated including common units of measurement and time.

DICTIONARY SKILLS

Practice in locating words in dictionary and noting specific information about individual words.

Perceives different meanings for one particular word and choosing the proper word to convey meaning in a situation.

Level 15

A. Child recognizes that a secondary accent is used in some syllables or words to emphasize that the syllable is pronounced with a little stress. (Ex. math e mat ics) First accent is secondary, second is primary.

B. Understands that nouns are usually accented on the first syllable and verbs on the second syllable.

Ex. Jack gave a report on the sale of produce.
Mary will produce the figures tomorrow.

C. Teacher reviews and reinforces the forming of plurals by adding s, es, ies. Understands that some words remain the same for the singular and plural. (Ex. sheep - sheep; deer - deer)

D. Teacher reviews and reinforces contractions and possessives, noting the purpose of the apostrophe in each.

E. Perceives the position of the apostrophe in plural possessives.

F. Recognizes that the consonant phoneme /sh/ can be used as a noun-forming suffix "tion" (Ex. act - action)

G. Perceives that a short vowel sound does not usually end a syllable.

H. Recognizes that when the suffix tion is added to words ending in t, the t is usually dropped before adding the suffix.

I. Expands vocabulary of homophones and acquires proficiency in their use.

DICTIONARY SKILLS

Recognizes the dictionary as a source of locating synonyms and antonyms of new words.

Introduction of word derive (meaning to come from a source, originate) and development to generalization that derivation of words means "where a word or words originated." (Ex. words such as wigwam, moose, tepee, etc., came to us from the Indian)

Level 16

A. Understands the formation and spelling of adverbs by adding ly to words such as fierce (fiercely) smooth (smoothly), etc.

B. Understands that the sound /sh/ is spelled many ways ---

ti - fiction; ci - social; ch - machine; ce - ocean; sh - bashful; ci - appreciate.

C. Teacher reinforces the concept that roots of words are keys to their meanings. (Ex. tract - attract, retract, traction, tractor, extract, distract)

D. Expands antonym word list:

destroy	- build
minus	- plus
cruel	- kind
frown	- smile
sorrow	- joy
sorry	- glad
tame	- wild
seldom	- often
private	- public

E. Understands that prefixes in and dis form antonyms of certain root words.

Ex. complete - incomplete possess - dispossess

F. Teacher reinforces most common ways of making nouns plural and perceiving unusual noun plural forms.

Ex. trousers, dues, pliers, slacks, etc.

G. Teacher reinforces vowel sounds before /r/ in initial, medial and ending positions.

Ex. orphan, alarm, copper

H. Perceives use and meaning of prefixes anti, be, con, ex, intro, non, per, pro, sub, trans, and un.

I. Teacher reinforces and expands list of homophones.

J. Understands unstressed syllables in words as compared with those stressed.

K. Uses S. R. A. spelling word power lab IIb.

DICTIONARY SKILLS

Understands that many one-syllable American-English words are homophones (over 500) and that most of them are spelled alike except for the long vowel sound.

Ex. team - teem; pray - prey.

Understands that dictionaries may give more than one pronunciation for a word but only one spelling is acceptable for a word. Understands that words such as gas and van are called forms of longer words.

Level 17

A. Perceives the formation of new words by addition of certain prefixes and suffixes to roots.

Ex.	prefix	root	suffix
	dis	honest	y
	dis	honor	able
		hour	ly

B. Perceives that some American-English words are blends of two words put together.

Ex. motel = motor + hotel
smog = smoke + fog
twirl = twist + whirl
flurry = flutter + hurry

C. Perceives that synonyms usually have only one meaning in common even though each word has more than one meaning of its own.

D. Expands list of words that can be abbreviated to include proper names:

Government = Govt.
General = Gen.
Senior = Sr.
Volume = Vol.
Building = Bldg.
Post Office - P. O.
Department = Dept.
Avenue = Ave.

E. Perceives unusual spelling with vowel /r/ sound.

Ex. acre, sergeant, colonel, iron.

F. Perceives use and meaning of suffixes: able, ation, cion, er, eth, ful, ible, ion, ish, ist, less, ly.

G. Perceives homographs (words spelled the same, but pronounced differently)

Ex. produce (v); produce (n)
present (v); present (n)

Notes effect of shifting accent.

H. Continues use of SRA Spelling Word Power Lab IIb

DICTIONARY SKILLS

Recognizes dictionary as a reference for words we may wish to use as well as those we want to spell.

Recognizes words in dictionary as indicated to be nouns, verbs, adjectives, etc. (note: this may depend on the particular dictionary used at this level.)

Level 18

A. Reinforces ability to form word families from roots of words by adding prefixes and suffixes.

B. Reinforces spelling power through use of pronunciation spellings.

Ex. /ak/ = ache; /yot/ = yatch

C. Perceives meaning and use of suffixes ment, ness, or, our, sion, ssion, teen, th, tion, ty, ure, y.

D. Reinforces and practices syllabication of longer words, marking primary and secondary accents.

Ex. syl lab´ i ca´ tion

E. Continues reinforcement through use of SRA word power lab IIb.

DICTIONARY SKILLS

Uses dictionary as source of information for a particular word. Perceives the many different kinds of information given for each word -- spelling, pronunciation, derivation, part of speech, meaning and/or meanings, etc. Perceives that we have borrowed many words from other languages and have retained their spellings. Ex. bouguet, croquet, bureau, cello, choir, etc. Has deeper understanding that words we use are borrowed from many sources. Ex. patio - Spanish - meaning a space; macaroni - Italian - a kind of food; waltz - German - meaning to roll; banjo - African - a musical instrument; astronaut - Greek - astro-star - naut-sailor.

Level 19

A. Teacher reinforces homophones, antonyms and synonyms. (Call attention to fact that root "nym" means name; "homo" means same.)

B. Understands that in words ending with a final /k/, if the syllable is accented the /k/ is spelled c.

C. Understands that when the /kt/ sound represents a suffix, it it spelled ed.

1. When ed is added to a verb ending in /k/, it is pronounced /t/. Ex. lick - licked.

2. When ed is added to a verb ending in /kt/, it is pronounced /d/. Ex. contradict - contradicted.

D. Recognizes the spellings of /i/; y (hymn), ei (counterfeit), ui (build), o (woman), e (pretty), ee (been), i (fin).

E. Reinforces and enlarges list of suffixes: ize, ity, less, ly, ous.

F. Understands that in words where the accent falls on the second syllable after the suffix has been added, the /r/ is spelled rr.

Ex. occur = oc cur´ rence

G. Understands that when the suffix ly is added to words ending in ic, ly is usually changed to ally.

H. Teacher reinforces skills through SRA Spelling Word Power Lab IIb.

DICTIONARY SKILLS

Understands that the two guide words on a page indicate the first and last words on the page.

Understands that when a word with double consonants is divided into syllables, the double consonants are usually separated.

Level 20

A. Teacher reinforces the different spellings of /o/. /o/ following /w/ usually spelled a (water). /o/ before /l/ usually spelled a (always). /o/ beginning a word usually spelled au (author). /o/ ending a word is usually aw (draw).

B. Uses correctly words with er or ie; ie in words usually has the sound-spelling /e/. ei = /a/ Ex. chief, veil.

C. Understands the difference between ful and full.

Ex. two cups full of water; two cupfuls of water.

D. Understands that certain given prefixes may have various meanings when combined with different roots.

E. Recognizes and understands the prefixes: pre, de, re, tele, as, in, ad, sub.

F. Teacher reviews and reinforces various spellings of /sh/: ti (action), ci (racial), si (mansion), sc (conscience), s (sure), sch (schwa), chsi (fuchsia), ch (chevron), sh (marsh), che (cache).

G. Understands the use of a hyphen to tie words together to help clarify their meaning.

Ex. The man-eating tiger was hungry.

H. Understands that in a "closed syllable" the vowel sound is short and the syllable accented.

1. Understands an "open syllable" as one that ends with a vowel which is usually long in an accented syllable

DICTIONARY SKILLS

Teacher reinforces "sound spelling" or phonetic spelling of words to help in pronunciation. Understands the four basic uses of a dictionary - - - - - - - spelling, pronunciation, history, and definitions of words. Enrichment of word derivations from other countries.

Level 21

A. Distinguishes between the correct usage of the suffixes -ence and -ance.

B. Teacher reinforces the assimilation and prefixes, noting that sometimes doubled consonants following a vowel at the beginning of a word might suggest an assimilation prefix.(optional)

C. Teacher reinforces the schwa sound, noting its occurrence in unaccented syllables.

D. Understands the correct usage of the suffixes able and ible. When the root cannot stand alone -ible is usually used (impossible); when the root can stand alone the suffix is usually -able. (agreeable)

E. Understands that when the /s/ is followed by the /f/ in a word, the /f/ is usually spelled ph. Ex. sphere.

F. Comprehends the correct usage of homophones: to, too, two, there, their, they're.

G. Teacher reviews and reinforces forming plurals, noting that usually when the plural suffix 'es' is added to a word, it becomes a syllable.

H. Reinforces homographs, emphasizing the fact that they cannot be pronounced until their meaning is known.

DICTIONARY SKILLS

Is aware that words usually have more than one meaning and that only the context determines the exact meaning of a word.

Ex. counsel (n) advice
counsel (v) advise

counselor - someone who give advice
councilor - member of a council

Recognizes the schwa before /n/ as the syllabic /'n/. Teacher introduces encyclopedia skills.

Level 22

A. Hyphen

1. Compound numbers

2. Fractions

Level 23

A. Prefixes - how to assimilate

1. Different spelling of same prefixes - um, in, il, ir

Level 24

A. Suffixes

1. Spelling changes in base words such as doubling final consonants, dropping silent e's, etc.

2. Different spellings for same suffix. e.g: er, or, ar

COMPOSITION
Oral

Level 1

A. Organization

1. Places three or four pictures dealing with a general topic in order as to time.

2. Predicts outcome from a story read to him.

B. Comprehension

1. Supports opinion with reason.

   Example: It's a nice day today because . . .
   I like school because . . .
   I don't like to ski since . . .

2. Sees similarities and differences between pictures.

   Example: Given pictures of a farm and a city, the child points out certain similarities.

A Farm:	A City:
animals	animals
people	people
buildings	buildings
traffic	machinery

C. Limitations of Idea to the Topic

1. Talks about several areas of a general topic in a class, group or individual discussion.

   Example: School (general topic)

   recess
   cafeteria (general areas)
   bus ride
   arithmetic
   art
   friends
   talking

2. Given a series of pictured items the child chooses those items that belong together.

   Example: apple, peach, beet, banana

D. Vocabulary

1. Recognizes and uses several words which "say the same thing" but are more specific.

   Example: whisper, scream, yell, shout

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

Level 2

A. Organization

1. Tells a story in order of time from a number of pictures.

2. Tells a story from a given outcome (in order of time) e.g. OUTCOME: Then the balloon slowly drifted away.

B. Comprehension

1. Related vicarious experience to personal experience.

C. Limitation of Idea to Topic

1. In a show and tell situation the child limits himself to the idea of the topic and realizes when he has diverged.

2. Given a group of pictured items the child picks out the pictures representing the main idea and recognizes those pictures which are only supporting details.

   Example: pictures - wheel, basket, bicycle, bell, light

3. Contributes related ideas to an experience chart.

D. Vocabulary

1. Contributes or uses words which "say the same thing" but are more specific.

   Example: dress/gown/suit/jumper/mini-skirt

2. Uses words which mean the opposite of other words.

   Example: under/above
   behind/ in-front-of

F. Technical Vocabulary

Topic
Order

Level 3

A. Organization

1. Suggests ideas for an experience chart in an organized fashion - Sticks to a topic, keeps ideas in chronological order.

2. Places a series of five or more story pictures in order as to time.

3. Predicts outcome from a story that has been read and gives valid reasons that lead up to this prediction.

B. Comprehension

1. Understands and discusses cause and effect in a story.

2. Sees detailed similarities and differences in pictures.

Example: a picture of:

similarity detail	Farm	City
	cow	cat
	chickens	rat
	pigs	pigeon
	cat	horse
	horse	sparrow

C. Limitations of Idea to Topic

1. Provides suitable titles for pictures from sources other than his own creation.

D. Vocabulary

1. Recognizes and uses several words which "say the same thing" but are more specific.

2. Recognizes and uses words which mean the opposite of other words.

E. Technical Vocabulary

Similarities
Differences
Cause
Result (Effect)

Levels 4 and 5

A. Organization

1. Retells the events of a story in order.

2. Dramatizes a story showing organization of time, events, and important details.

3. Places a series of given sentences (related) in order of time.

B. Comprehension

1. Supports opinion with convincing and detailed reason.

Example: We shouldn't run in the halls because. . .
It's nice to have friends because. . .

2. Sees similarities and differences in sentences (Ideas that sentences include)

Example: Mike rode his bike to the store.
John walked to the store with Bill.

3. Observes picture details and interprets them as to their significance within the picture.

C. Comprehension

Example: A picture of --

a farm	the city
animals	animals
cow	pigeons
chicken	rat
horse	horse
cat	cat
dog	dog

Why present?

D. Titles

Decides upon a suitable title for a series of 5 or more related pictures.

E. Vocabulary

Describes by making use of adjectives and can choose the one(s) which best fits what needs to be said.

F. Technical Vocabulary -- optional, detail

G. Enrichment Level

1. Practice the use of all previous skills. Emphasis on limiting self to main topic of discussion.

2. Strengthen ability to write three or four related sentences in order as to time of happening.

3. This level is an enrichment level, therefore, the child may make use of all previously learned skills by means of "free expression."

4. Suggested enrichment ideas:

    a. Short experience stories
    b. Animal stories
    c. Completion of stories
    d. Class stories
    e. Fantastic situations

    Example: Can you imagine what would happen if snow was green? If all water faucets stopped?

Level 6

A. Organization

1. Gives ideas for an experience chart in a clear and organized fashion.

2. Tells a story from a given outcome and explains what causes lead to the given result.

   Example: fairy tale variations

B. Comprehension

1. Recognizes the story problem.

2. Supports opinion with valid reason.

3. Relates vicarious experiences to personal experiences.

C. Limitation of Idea to Topic

1. Chooses from a list of sentences those that belong together (deals with one main idea)

   Example: Underline the sentence which does not belong:

   The house was painted green.
   There was a white fence.
   The pie tasted good.
   The window was open.
   Curtains fluttered in the breeze.

2. States the purpose of something to be shared, told, or described.

3. Picks out the main idea from a group of sentences.

   Example: The curtains fluttered in the breeze.
   The trees swayed.
   A storm was on its way.
   The sky grew dark.

D. Writing

1. Although the paragraph is not mentioned or taught at this time, the child writes three or four sentences dealing with one general topic.

2. The child employs the negative in sentences. Makes a list of details to be used in sentences written together.

   Example: Write a sentence based on these details--house, door, window, shutter, furniture

E. Vocabulary

Recognizes one noun as being more exact than another and uses this in speaking and writing situations.

F. Technical Vocabulary

Story problems

Levels 7 and 8

A. Organization

1. Dramatizes a story, either an original one or one that has been read, and organizes the detail and sequence of events.

2. Chooses the best ending of a story by carefully listening to the sequence of events.

3. Summarizes a discussion by picking out main points and important details.

4. Selects facts for discussion on basis of importance or appeal rather than time of happening.

   Example: Sell a book to your classmates. Tell classmates why they should take up skiing or learn how to swim.

B. Comprehension

1. Recognizes story problem and solution.

2. Sees similarities and differences in sentences and can place a series of sentences under a particular topic.

   Example: Given -- The waves rolled in.
   I felt the spray on my face.
   The cars were stopped at the light.
   People dashed across the street.
   I heard the crash of the waves.
   Horns were honking.

3. Child chooses topic: The Seashore, Rush Hour
   Then child lists the sentences under the correct topic.

4. Child understands and discusses cause and effect in a story.

5. Listens for and uses sensory images.

   Example: Horns honked, waves rolled

C. Limitation of Idea to Topic

1. Is able to discuss a specific area of a topic.

   Example: Topic: School

   Possible areas: recess
   cafeteria*
   bus ride
   arithmetic
   friends

   *Child talks about this area only.

3. Gives ideas for an experience chart in order of importance or appeal

D. Title

Provides a suitable title for all areas of discussion, stories read, works of art, and related sentences, descriptions and explanations.

E. Writing

1. Writes 3 or 4 related sentences using the basic conjunctions "and" and "but" Uses correctly: "since" "because" "so"

2. Makes lists of details: Cafeteria = sounds, smells, tables, chairs, food. Write several sentences based upon the list of details.

F. Vocabulary

Uses one verb instead of another because child realizes it is more expressive for his purpose.

G. Technical vocabulary

expressive
detail
solution

H. Enrichment level

1. Uses best word choice in nouns and verbs.

2. Practices writing three or four related sentences and giving them a title.

3. Strengthen ability to discuss a topic in relation to its appeal and importance.

4. Suggested ideas:

a. Short experience stories
b. Animal stories
c. Completion of stories
d. Class stories
e. Fantastic situations

Example: Can you imagine?

1. If all the shoes in the world were the same size?
2. What would happen if six-year-olds could vote?
3. If fleas lived as long as turtles do?
4. Would you rather be a kite or a raindrop? Why?

COMPOSITION
(written)

Level 9

A. Diction: Uses the more precise word choice based upon an ability to distinguish between a general word (noun, verb, adjective) and an exact or more precise word (noun, verb, adjective)

Example: BOAT: yatch, junk, yawl, skiff
GO: wander, skate, vanish, creep
GOOD: brave obedient, courteous

B. Sentence structure

1. Recognizes and writes complete sentences.

2. Recognizes and writes meaningful (within the context) fragments as opposed to carelessness in not completing a sentence. (The teacher might have the child use an asterisk or underline the fragment to signal that he has deliberately used a fragment and knows it)

Example: signs, exclamations, labels, answers to questions, proverbial expressions, titles.

C. Paragraph Construction

1. Writes several sentences for a paragraph in which all sentences relate to the central idea and its limitations-unity (It should be emphasized that the paragraph is not an arbitrary division of the written word, but has as its basis a single idea)

2. Uses the convention of indenting.

D. Technical Vocabulary

1. paragraph
2. indent (ed) (ing)
3. fragment
4. unity

Level 10

A. Diction

1. Employs synonyms to avoid repetition of the same word.

2. Chooses the "best word" using as his criteria the word's precision, clarity, effectiveness, connotation,* and denotation.* (*These terms should not be introduced at this point, but the idea behind the difference should be introduced.)

B. Sentence Structure

1. Does not write run on sentences because he sees the need for two sentences (See grammar strand at appropriate level, for techniques of "putting sentences together."

C. Paragraph Construction

1. Child can distinguish between descriptive, narrative, and expository passages read to the class and can state the purpose of these passages. (i.e. "describes" "tells a story" "explains")

2. Child makes lists of details and selects those to be based upon his purpose. (describe, narrate, explain)

3. Child chooses title for paragraph based upon purpose, (describe, narrate, explain) of his paper and its content.

4. Uses the convention of writing titles.

D. Technical Vocabulary

1.	title	
2.	desctibe	description
3.	narrate	narration
4.	explain	exposition
5.	purpose	describe, narrate, explain

Level 11

A. Diction

Uses words which appeal to the sense of sight and sense of touch.

B. Sentence Structure

Varies sentence beginnings by use of or lack of a determiner.

C. Paragraph Construction

Child employs simple connectives to show the relationship of ideas in time, (e.g. after, before, then, while, during); space, (e.g. there, beyond, near, far, next, to); and cause and effect (e.g. because, since, so, therefore).

Uses simple connectives at beginning of sentence to vary sentence beginnings and to make the sentences flow together more smoothly, coherence.

D. Technical Vocabulary

connectives

Level 12

A. Practices and refines skills learned prior to this level.

B. Teacher places special emphasis upon:

1. Child's individual weaknesses.
2. Using words to indicate relationships.
3. Distinction of paragraph or idea centered.
4. Distinction between complete, fragmentary and run-on sentences.
5. The narrative paragraph.

COMPOSITION (Evaluation Sheet)

	Commend-able	Satis-factory	Minimal	Comments
1, Follows convention of indenting.				
2. All sentences relate to the central idea.				
3. Appropriate title based on purpose.				
4. Shows relationship of ideas in time.				
5. Shows relationship of ideas in space.				
6. Shows relationship of ideas in cause and effect.				
7. All sentences are complete.				
8. Varies sentence beginnings.				
9. Recognizes meaningful fragments.				
10. Avoids run on sentences.				

Child's Name _____

Teacher's Name _____

School _____

Date Completed _____

NOTE: Include compositions used for evaluation.

Level 13

A. Diction

Uses words which appeal to the senses of hearing, taste, and smell.

B. Sentence Structure

1. Varies sentence length by sometimes combining two sentences (punctuation taught phonetically)

2. Expands upon noun and verb phrases to make sentences "say more."

C. Paragraph Construction

1. Learns to further limit his topic to single aspect of a general area. (New sense or topic and its unity more limited, defined, narrowed)

Example:

General topic --	School	
General areas --	Bus ride	
	Arithmetic	
	Art	
	Friends	
	Talking	
	Cafeteria	
Single Asptect -	smells	
	lunch line	
	food	
	sounds	
	physical description	

Child develops topic sentence based upon the purpose of his paragraph (describe, narrate, or explain) and the limitation of his topic.

Writes topic sentences which relate an idea that needs support or clarification through develop mental sentences. (Child should be required to write topic sentences for each of the three types of writing, descriptive, narrative, and expository.)

D. Technical Vocabulary

topic
topic sentence
aspect

Level 14

A. Diction

Demonstrate proficiency in the writing of specific rather than generic words. Reinforce and expand awareness at the child's new level.

B. Sentence Structure

Varies sentence beginnings using phrases other than the noun phrases to begin the sentence in order to write a transition from one sentence to another.

Writes a generalized sentence for his topic sentence, but supports the generalization with sentences that are specific, not general.

C. Paragraph Construction

Varies initial word patterns (coherence).

Supplies supporting details in ordered sequence (e.g. time, importance, size, appeal, location).

Supplies well chosen specifics and detail to support and illustrate his topic.

Uses pronouns and pronominal adjectives to provide coherence.

D. Chooses a "writable" topic

1. Avoids topics that are too broad. Avoids topics that are two narrow. Avoids topics that are too remote from our experiences.

2. Avoids writing on a topic that requires opinion without fact.

E. Technical Vocabulary

detail
specific
generality
transition
generalization

Level 15

A. Enrichment level

1. Teacher practices and refines skills learned prior to this level.

2. Special emphasis upon child's individual weaknesses. Limitation of topic. Unity (all sentences relate to topic) Descriptive Writing.

EVALUATION SHEET (skills)

	Commendable	Satisfactory	Minimal	Comments
1. Limits topic to single aspect of general area.				
2. Chooses a "writable" title.				
3. Varies initial word pattern.				
4. Supplies specifics and details.				
5. Uses pronouns and pronominal adjectives.				
6. Follows convention of indenting.				
7. Limits sentences to central idea.				
8. Chooses appropriate title.				
9. Shows relationship of ideas. (time, space, cause, & effect)				
10. Varies sentence length.				
11. Uses noun and verb phrases.				
12. Writes generalized sentence for topic sentence.				
13. Varies sentence beginnings.				
14. All sentences are complete.				
15. Avoids run-on sentences.				

Child's Name _____
Teacher's Name _____
School _____
Date Completed _____

NOTE: Include compositions used for evaluation.

Level 16

A. Diction

Recognizes and uses metaphor and simile.

B. Sentence Structure

Continues expanding sentence patterns by making use of adjective and adverbial phrases.

C. Paragraph Construction

1. Uses varied placement of topic sentence effectively.

2. Uses 3 types of sentences: simple, compound, complex (without terminology).

3. Uses a good "clincher" or concluding sentence.

D. Technical Vocabulary

simile
metaphor
conclusion (IN A SENTENCE)

Level 17

A. Diction

1. Realizes that although synonyms are related in meaning, they are not the same and selects the one word that best defines what he means. Child is introduced to, and practices making use of a thesaurus.

2. Avoids using words for the sake of having a new word.

3. Checks the correct meaning of synonyms in a dictionary for exact definition.

B. Sentence Structure

1. Child makes use of subordinate clauses (complex and compound complex sentences.)

2. Uses parallel constuction within a sentence (in phrases).

C. Paragraph Construction

The child develops the paragraph through the use of illustrations and examples.

D. Paragraph Construction

Develops a paragraph through the use of comparison and contracts.

Emphasis is placed upon expository writing.

E. Technical Vocabulary

illustration
comparison
contrast
parallel

Level 18

A. Practices and refines the skills acquired to this point.

B. Teacher places special emphasis on:

1. Child's individual weaknesses.
2. Varied sentence length.
3. Parallel construction within sentence.
4. Varied placement of topic sentence.
5. Refinement of paragraph type -- expository.
6. Subordination within sentences and within paragraphs.
7. Coherence (sentences flow together)

COMPOSITION EVALUATION SHEET

1. Writes an introductory paragraph.
2. Developmental paragraphing.
3. Concluding paragraph.
4. Transition between paragraphs.
5. Shows sense of purpose.
6. Limits self to topic.
7. Employs different types of writing.
8. Varies placement of topic sentence.
9. Chooses a "writable title."
10. Avoids run-on sentences.
11. Shows relationship of ideas.
12. Varies sentence beginning and length.
13. Supplies specifics and details.
14. Transition within paragraph.
15. Uses comparisons and contrasts.
16. Writes in complete sentences.

Child's Name _____
Teacher's Name _____
School _____
Date Completed _____

Note: Include all compositions used for evaluation.

Level 19

Uses alliteration and onomatopoeia.

A. Paragraph Construction

Writes more than one paragraph and applies skills or paragraph writing to this longer paper.

topic sentence -- introductory paragraph

developmental sentence -- developmental paragraph

transitions within paragraph -- transitions between paragraphs

concluding sentence -- concluding paragraph

B. Technical Vocabulary

alliteration
onomatopoeia

Level 20

A. Diction

1. Uses hyperbole and exaggeration.

2. Extends the use of metaphor to more than one sentence. (extended metaphor)

B. Paragraph Construction

Writes more than one paragraph and applies skills of paragraph writing to the longer paper.

topic of paragraph — topic of paper

sense of purpose -- sense of purpose

sentence order -- paragraph order

limitation of paragraph topic -- limitation of paper topic

Employs more than one type of writing (descriptive, narrative, and expository) within the same paper.

D. Technical Vocabulary

hyperbole
exaggeration

Level 21

Evaluation - Enrichment Level

Place particular emphasis upon:

Child's individual areas of weakness.
Development of paragraphs.
Transition between paragraphs.
Awareness of purpose.

COMPOSITION EVALUATION SHEET

	Commendable	Satisfactory	Minimal	COMMENTS
1. Varies placement of topic sentence.				
2. Uses simple sentence.				
3. Uses compound sentences.				
4. Uses complex sentences.				
5. Uses compound-complex sentences.				
6. Appropriate "clincher" sentences.				
7. Topic limited to single aspect of an area.				
8. Chooses a "writable" topic.				
9. Varies initial word pattern.				
10. Supplies specifics and details.				
11. Limits sentence to central idea.				
12. Shows relationship of ideas (time, space, cause & effect)				
13. All sentences are complete.				
14. Avoids run-on sentences.				
15. Develops through comparison and contrast.				
16. Generalized sentence for topic sentence.				
17. Uses parallel construction within a sentence.				
18. Uses illustrations and/or examples.				
19. Transition within paragraph.				

EVALUATION SHEET
Working with more than one paragraph.

	Commendable	Satisfactory	Minimal	Comment
1. Good transitional paragraphs.				
2. Correct use of dialogue.				
3. Writes for a particular audience.				
4. Writes short paragraph for emphasis.				
5. Limits self to topic.				
6. Chooses type of writing (descriptive, narrative, expository) to fit purpose.				
7. Chooses a "writable topic."				
8. Varies sentence beginning and length.				
9. Supplies specifics and details.				
10. Shows relationship of ideas (time, space, etc.)				

Child's name _____

Teacher's name _____

School _____

Date Completed _____

Level 22

A. Topic sentence and details

B. Expository paragraph

C. Narrative paragraph

   1. fiction

   2. non-fiction

D. Descriptive paragraph

Level 23

A. Transitions between sentences in a paragraph

B. Student opinion paragraph

C. Comparison paragraph (similarities and differences)

D. Contrast paragraph (stresses only differences)

Level 24

A. Dialogue

B. Paragraph of definition

C. Slanting

1. factual unslanted account

2. slanted account of same incident

Level 25

A. Multiple paragraphs - different viewpoints of same event

B. Multiple paragraphs on same subject using transitions between paragraphs

Level 2b

A. Simile

B. Metaphor

C. Haiku

D. Satire

E. Hyperbole

F. Ballad

Level 27

A. Emotional and Rational appeals

B. Using authority correctly

LITERATURE

Level 1

A. Structure

1. Learns that books contain stories and poems.
2. Observes and enjoys the use of pictures and illustrations.
3. Recognizes the theme.
4. Recognizes the setting and mood.
5. Recognizes that characters exist.

B. Enjoyment and Understanding

1. Relates story experiences to personal experiences.
2. Uses pictures to reinforce meaning.
3. Distinguishes between real and imaginary.
4. Draws conclusions.
5. Perceives sounds: animals, machines, etc.
6. Recognizes absurdities: humor
7. Recognizes sequence of events through pictures and story.
8. Recognizes the main idea.
9. Predicts outcomes.
10. Listens: to teacher's stories, to children's stories (retold), to rhyme and poetry.
11. Shares stories and poems in audience situations.

C. Literary Form

Listening to:
1. Mother Goose
2. Fairy Tales
3. Picture Books
4. Poetry and Rhymes
5. Stories

D. Library Skills

1. Cares for books.
2. Uses the library table.
3. Selects books in the library.
4. Remembers titles.
5. Knows how to sign out books.

Level 2 through 5

A. Structure

1. Recognizes titles and headings.
2. Recognizes the theme.
3. Recognizes characters, their actions, and possible feelings.
4. Recognizes the setting.
5. Perceives the mood of the story.
6. Notices how illustrations enrich literature.
7. Recognizes the parts of a book.

B. Enjoyment and understanding

1. Finds main idea.
2. Recalls story sequence.
3. Matches pictures with text.
4. Draws conclusions.
5. Distinguishes between real and imaginary.
6. Anticipates action and outcome.
7. Shares stories or poems in audience situation.
8. Enjoys humor.
9. Draws conclusions and makes generalizations.
10. Relates literature to personal experiences.
11. Listens: to draw conclusions
    to make comparisons
    to identify story problem
    for sensory images and rhythmic patterns
12. Develops attitude of expecting pleasure and satisfaction from books.
13. Expands interests and horizons.

C. Literary forms -- 1. Mother Goose
2. Fairy Tales
3. Animal Stories
4. Poetry and Rhymes
5. Folk Tales
6. Fantasy
7. Fables

D. Library Skills

1. Recognizes and uses table of contents.
2. Uses picture dictionary.
3. Learns correct handling of books.
4. Selects books.
5. Remembers titles.
6. Can locate primary book section.

Levels 6 through 8

A. Structure

1. Recognizes the theme.
2. Recognizes the problem.
3. Realizes a sense of justice.
4. Perceives the mood through illustrations and words.
5. Recognizes and identifies with characters and setting.
6. Knows the parts of a book: title, copyright, content pages.

B. Enjoyment and Understanding

1. Recognizes sensory impressions.
2. Recognizes cause and effect relationships.
3. Dramatizes and illustrates stories.
4. Recognizes sound imagery.
5. Expands interests and horizons.
6. Distinguishes between the real and the fanciful.
7. Recognizes the sequence of ideas.
8. Draws conclusions and makes generalizations.
9. Forms judgments and opinions.
10. Listens for intonation, articulation, and rhythm, for good word pictures to make comparisons for pure enjoyment.
11. Shares books, stories, and poems by reading aloud or retelling.
12. Enjoys and recognizes humor.

C. Literary forms --
1. Poetry and rhymes
2. Fairy tales
3. Folk tales
4. Famous people
5. Animal stories
6. Fables

D. Library Skills --
1. Uses the table of contents.
2. Uses the picture dictionary.
3. Cares for books.
4. Uses titles.
5. Selects and finds books in the library.
6. Can locate primary book sections.

Level 9 through 12

A. Structure

1. Recognizes the theme.
2. Responds to mood and tone.
3. Visualizes action and setting.
4. Knows the parts of the book.
5. Recognizes characters' feelings.
6. Recognizes what title, author, and illustration mean.

B. Enjoyment and Understanding

1. Discovers cause and effect.
2. Recognizes likenesses and differences.
3. Verifies opinion drawn from stories.
4. Shares books through informal reporting.
5. Reacts to sensory impressions and sensory imagery.
6. Enjoys figurative language in prose and poetry.
7. Selects unusual descriptions to read aloud.
8. Finds solutions to problems in stories.
9. Suggests additional events that might occur.
10. Anticipates outcome.
11. Distinguishes between real and imaginary.
12. Recognizes sequence of ideas.
13. Listens: to enjoy picture music and word wounds
    to pantomime feelings of story characters
    to hear detailed rhythmic patterns
    to form judgments and opinions
14. Finds and develops new interests.
15. Enjoys and recognizes humor in prose and poetry.

C. Literary Forms

1. Fairy tales
2. Animal stories
3. Our country
4. Legends and Hero tales
5. Folk tales
6. Famous people
7. Science fiction
8. Poetry and Rhyme
9. Drama

D. Library Skills

1. Begins to use the encyclopedia.
2. Uses the dictionary.
3. Chooses books for specific purposes.
4. Knows the purpose of the card catalogue.
5. Knows the arrangement of shelf labels.
6. Can find and replace fiction books.
7. Uses the card catalogue under librarians' supervision.

Levels 13 through 15

A. Structure

1. Recognizes and reacts to characters.
2. Recognizes form and style of literature.
3. Recognizes the theme.
4. Responds to mood and tone.
5. Visualizes and suggests setting for story heard or read.
6. Enjoys short and long stories.
7. Knows parts of book: title, copyright, content pages, glossary

B. Enjoyment and Understanding

1. Recognizes and enjoys figurative language in prose and poetry.
2. Selects unusual descriptions to read aloud.
3. Determines author's purpose.
4. Makes inferences from pictures and title before reading.
5. Suggests events that might occur.
6. Finds main ideas.
7. Draws conclusions and predicts outcomes.
8. Listens: to improve choice of words
   to hear action words
   to hear tone
   rhythm and image in poetry
9. Recognizes the sequence of ideas.
10. Expresses points of view and personal reactions.
11. Reacts to sensory impressions and sensory imagery.
12. Shares books through informal reporting.
13. Understands word associations.
14. Recognizes cause and effect relationships.
15. Enjoys and recognizes humor in prose and poetry.

C. Literary forms

1. Poetry and rhyme
2. Folk tales
3. Fairy tales
4. Myths and legends
5. Hero and Heroine stories
6. Realistic tales
7. Fanciful tales
8. Folk songs
9. Historical tales
10. Animal tales
11. Biography
12. Quotations
13. Drama

C. Library Skills

1. Uses the regular dictionary for multiple meanings, pronunciation.
2. Uses encyclopedias.
3. Uses the card catalogue to locate books.
4. Recognizes library arrangements and classification of books.
5. Locates books in fiction and subject matter.

Levels 16 through 18

A. Structure

1. Understands the extra referential materials found in the books being read: title, glossary, biographical notes.
2. Recognizes that all events lead to the climax.
3. Recognizes the theme.
4. Recognizes author's purpose and point of view.
5. Visualizes characters and reacts to mood.
6. Interprets author's style.
7. Discusses setting and tone of story.
8. Makes a comparison of long and short stories.

B. Enjoyment and Understanding

1. Enjoys colorful language and imagery.
2. Recognizes and enjoys figurative expressions.
3. Enjoys and selects descriptive passages to read aloud.
4. Anticipates events and predicts outcomes.
5. Uses evidence to make judgments and support opinions.

Levels 19 through 21

A. Structure

1. Knows main events and recognizes supporting details.
2. Interprets and discusses characteristization.
3. Recognizes author's purpose, moods and attitudes.
4. Discusses setting, mood, and tone of story.
5. Interprets and discusses author's style.
6. Recognizes the theme.
7. Compares long and short stories.

B. Enjoyment and understanding

1. Recognizes main ideas and relevant details.
2. Interprets fables or allegories.
3. Identifies figures of speech.
4. Recognizes implied meanings.
5. Reacts to colorful language and imagery.
6. Enjoys and selects descriptive passages to read aloud.
7. Anticipates events and predicts outcomes.
8. Uses evidence to make judgments and support opinions.
9. Makes comparisons and draws conclusions.
10. Expresses points of view and personal reactions in sharing books.
11. Recognizes cause-and-effect relationship between people, and situations.
12. Listens for: color and mood words, figures of speech, intonation, rhythm and image, to recognize dialect differences
13. Understands word association.
14. Recognizes the value of newspaper book reviews.
15. Enjoys and reacts to humor and exaggeration.

C. Literary forms

1. poetry
2. drama
3. folk tales
4. legends and myths
5. hero stories
6. realistic stories
7. fanciful tales
8. folk songs
9. biography
10. factual stories
11. historical tales
12. science fiction
13. quotations
14. animal stories
15. mystery stories

D. Library skills

1. uses unabridged dictionary, encyclopedias, world almanac, atlas, thesaurus, newspaper, periodicals.
2. Uses the index of encyclopedias.
3. Uses cross reference.
4. Knows what Newberry Award is.
5. Uses book lists.
6. Uses the card catalogue independently.
7. Interprets the information on catalogue cards fully.
8. Knows purpose and use of Dewey Decimal System.

Level 22 Structure

--Character

--Setting

--plot
- conflict
- suspense
- climax

--Inter-relationship of
- character
- setting
- plot

--theme

Level 23

A. Techniques

1. --foreshadowing
2. --flashback
3. --cause/effect
4. --comparison/contrast

Level 24

A. Form

1. --Biography, autobiography
2. --One-Act play
3. --Poetry (sounds and exposure)
4. --Newspapers and Magazines
5. --Myth, Fable, Legend
6. --Historical Fiction

Level 25

Structure

--- Theme and Author's Purpose

--- Mood

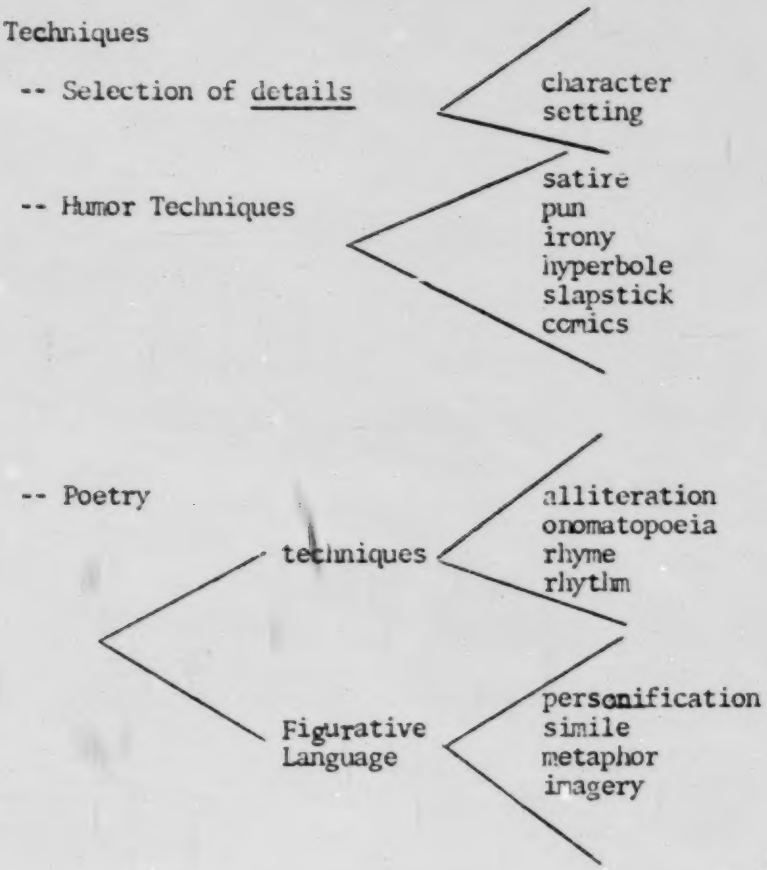
--- Point of View

--- Universality of Human Nature

--- Symbolism

Level 26

A. Techniques



Level 27

-- Poetry
  - descriptive
  - narrative
  - free verse
  - blank verse
  - ballad
  - Lyric

-- Review of Fact/Opinion
  - editorial
  - essay

-- Novel

-- Science Fiction

-- 2-3 Act Plays

-- Personal Evaluation - learning to evaluate what is read

SPEECH

Levels 1 through 8

A. All English Arts learning in these levels are oral

B. Special Emphasis

1. Enunciates with clarity.

a. Consonant sounds.

b. Moderate rate of speech.

2. Adjusts volume control to group.

3. Practices and establishes contact with group as individual.

4. Expresses self fluently.

a. In front of a group.

1. Show- and- tell
2. Retelling stories
3. Telling of incidents

b. In conversation.

C. Listens with accuracy.

1. To follow directions.

2. Discriminates between and among sounds.

3. Recounts stories or experiences told.

D. Interprets orally.

1. Dramatizes stories, incidents or poems.

2. Oral discrimination between kinds of sentences (intonation patterns).

3. Imitation of strange or new speech patterns.

a. Dialects

b. Accents

Levels 9 through 12

A. Public Speaking Skills

1. Tells personal anecdote to class, building to "punch line."

2. Gives clear directions to individual or group.

B. Participation in class Distussions

1. Answers questions concisely and to the point.

2. Asks clear, concise questions.

3. Contributes interesting or new information or ideas willingly.

C. Interprets orally

1. Participates in choral reading of poetry.

2. Reads poetry orally.

   a. Attention to meter.
   b. Attention to word meaning.
   c. Attempt to express mood or tone of poem.

D. Listening carefully

1. Follows oral directions consisting of 3 or 4 elements.

2. Recounts heard stories with attention to sequence and some detail.

3. Discriminates between standard dialect and other dialects.

Levels 13 through 15

A. Public Speaking Skills

1. Gives short, organized formal report about factual topic with use of notes.

2. Avoids distracting gestures and mannerisms.

B. Discussion Skills

1. Leads a discussion.

a. Holds speaker to topic.

b. Gives everyone a chance to talk.

c. Summarizes discussion at end.

2. Dissents with other speakers without evidence of personal animosity.

C. Interpretive Skills

1. Reads poetry with attention of mood, rhythm, volume.

2. Reads individual part in play with some attention to characterization.

D. Listening Skills

1. Discrimination between regional dialects (South, Down-East, Southwest).

2. Increases ability to recount details from heard stories and incidents.

3. Follows directions with some irrelevant details given.

Levels 19 through 21

A. Public Speaking Skills

1. Gives 5 or 6 minute speech using note cards.

   a. tries to influence opinion.

   b. presents facts to prove own point.

   c. reflects another's opinion.

   d. narrates a event.

2. Gives great attention to:

   a. eye contact

   b. volume control

   c. gestures

   d. pitch and tone of voice

B. Discussion Skills

1. Acts as moderator for panel discussion.

2. Teacher a class as a group for short (5 minute) period of time.

C. Interprets orally

1. Reads lyric poetry or humorous poetry with attention to mood and force.

2. Participates in plays, inventing body movement to complement vocal characterization.

3. Demonstrates a sense of dialect or accent.

4. Reads longer prose narrative, differentiating between characters.

5. Listens carefully

   a. Follows all kinds of oral directions.

   b. Repeats essentials of an oral story or speech.

   c. Takes notes including supporting details.

   d. Distinguishes between voices and individual speech patterns.

SOME POSSIBLE TECHNIQUES IN THE TEACHING OF ENGLISH ARTS

As the English Arts Curriculum has been structured to point up the interdependence of all English language skills areas, the teaching of all skills must be as closely related as possible.

The following outline shows one possible correlation of literature, grammar, spelling and composition.

I. Motivation
- A. Present pictures or perhaps a model of early steam engines. Discuss briefly the railroad, background and importance. Follow up with the recording of "Casey Jones." (Record 4A, The Roberts English Series.)
- B. Discuss new vocabulary found in poem: hogger, rounders, caller, leave the rail, promised land.

II. Aims
- A. Listening skills.
- B. Oral presentation - phonology.
- C. Appreciation of literature.
- D. Composition - writing - description.

III. Procedures:
- A. Listening to recording.
- B. Discuss vocabulary.
- C. Point of grammatical structure.
  1. Personal pronouns as subjects.
  2. Indefinite pronouns: possessive.
  3. Structure in predicate: objects of verbs, prepositional phrases, complements.
- D. Point out spelling structure.
  1. Recognizes contractions - we've, that's, there's, I'd.
  2. Find possessives: hogger's name, engine's moan.
  3. Expand the vocabulary of homophones and their use.
- E. Structure of Literature.
  1. Recognizes that "Casey Jones" is a ballad.
  2. Respond to the mood of the poem.
- F. Enjoyment and understanding of literature.
  1. Make experiences from the picture.
  2. Listen for unusual descriptions.
  3. Express points of view and personal reactions.
  4. Understand word associations.
- G. Library skills.
  1. Locate other legends and legendary heroes.
- H. Composition skills.
  1. Descriptive writing.
  2. Unity -- all sentences relating to topic.

IV. Culminating activity.
- A. Write a descriptive paragraph of one of the following:
  1. Casey Jones' appearance.
  2. Appearance of an old railroad stem engine.

SHARING BOOKS

Book reports should serve to further enjoyment in reading, extend interests, and guide evaluation of literature.

It would be more rewarding if the child could select a technique suited to his book, his talents, and his preference.

The following is a list of suggested ways to share books with the sterotyped form of written reports purposely omitted. Written reports can stifle and discourage the joy of reading. The formal book report is taught in the high school.

1. Make a poster to advertise the book.
2. Make a book jacket and write a blurb to accompany it.
3. Create a series of original illustrations for a story.
4. Write another ending for the story if disagreement exists with the author's ending.
5. Write a letter to a friend recommending the book.
6. Use puppets to retell a story or dramatize a story using stick puppets.
7. Write a simple version of the story to present to younger children.
8. Broadcast a book review to a radio audience.
9. Give an oral reading, with expression, of selection from the book.
10. Pretend to be a salesman and "sell" the book.
11. Act out a pantomime of the story.
12. Find out more about your favorite author and present a brief biography.
13. Write a letter to an author about his book.
14. Construct a diorama to represent a scene from a story.
15. Dress a doll to represent a character.
16. Keep a diary for a character from the book.
17. Make a comic strip telling the story.
18. Write a ballad or folk song telling the story.
19. Construct a crossword puzzle using information about setting, character, and plot.
20. Dress up as a character from the book and dramatize a scene from it.
21. Prepare an oral report, tape-record it, and play it back to the class.
22. Clip pictures from magazines to make and show impressions of characters and scenes.
23. Make a show box "peep show" of a scene.

Supplementary Books

Reading aloud generates a further interest in books. Therefore, it is important that in the elementary grades the teacher spend from ten to fifteen minutes each day reading to the class. The following books have proven successful when read aloud to children in the designated levels.

Level 1

Ask Mr. Bear, Marjorie Flack
Caps for Sale, Esphyr Slobodkina
Carrot Seed, Ruth Krauss
Little Bear's Sunday Breakfast, Janice Lothrop
Little Rabbit Who Wanted Red Wings, C. S. Bailey
Little Toot, Hardie Gramatky
Man Who Didn't Wash His Dishes, Phyllis Krasilovsky
Millions of Cats, Wanda Gag
Peter Rabbit, Beatrix Potter
Runaway Bunny, Margaret Wise Brown

Levels 2 - 5

And to Think I Saw It on Mulberry Street, Dr. Seuss
Backward Day, Ruth Krauss
Camel Who Took a Walk, Jack Tworkov
Curious George, H. A. Rey
Happy Lion, Louise Fatio
Make Way for Ducklings, Robert McCloskey
Mike Mulligan and His Steam Shovel, Virginia Burton
Petunia, Roger Duvoisin
Storm Book, Charlotte Zolotow
Wait for William, Marjorie Flack

Levels 6 - 8

Amiable Giant, L. Slobodkin
Andy and the Lion, James Daugherty
Bears on Hemlock Mountain, Alice Dalgliesh
Biggest Bear, Lynd Ward
Crow Boy, Taro Yashima
Duchess Bakes a Cake, Virginia Kahl
Five Chinese Brothers, Claire Bishop
Jane's Father, Dorothy Aldis
Madeline, Ludwig Bemelmans
Walter, the Lazy Mouse, Marjorie Flack

Levels 9 - 12

Charlotte's Web, E. B. White
Courage of Sarah Noble, Alice Dalgliesh
Down, Down, the Mountain, Ellis Credle
Henry Huggins, Beverly Cleary
Honk, the Moose, Phil Stong
Just So Stories, Rudyard Kipling
Little House in the Big Woods, Laura I. Wilder
Mary Poppins, Pamela Travers
Mr. Pepper's Penguins, Richard Atwater
Pippi Longstocking, Astrid Lindgren
Wee Gillis, Munro Leaf

Levels 13 - 15

Ben and Me, Robert Lawson
Caddie Woodlawn, Carol R. Brink
Enormous Egg, Oliver Butterworth
Hello, the Boat, Phyllis Crawford
Jack Tales, Richard Chase
Rabbit Hill, Robert Lawson
The Tough Winter, Robert Lawson
Voyages of Dr. Doolittle, Hugh Lofting
Wheel on the School, Meindort de Jong
Winnie-the-Pooh, A. A. Milne

Levels 16 - 18

Abraham Lincoln: Friend of the People, Clara Judson
Big Tree, Conrad and Mary Buff
My Secret Railway, Enid Meadowcroft
Good Master, Kate Seredy
Henry Reed, Inc., Keith Robertson
Homer Price, Robert McCloskey
Misty of Chincoteague, Marguerite Henry
Nkwala, E. L. Sharp
Pecos Bill and Lightning, Leigh Peck
Simba of the White Mane, Jocelyn Arundel
Three Stuffed Owls, Keith Robertson
Twenty-One Balloons, William Pene DuBois
Wonderful Flight to the Mushroom Plante, Eleanor Cameron

Levels 19 - 21

Amos Fortune, Free Man, Elizabeth Yates
Call It Courage, Armstrong Sperry
Door in the Wall, Marguerite de Angel
Hat Shaking Dance and Other Tales, Harold Courlander
Incredible Journey, Sheila Burnford
Island of the Blue Dolphins, Scott O'Dell
Johnny Tremaine, Esther Forbes
Jungle Book, Rudyard Kipling
Mary Jane, Dorothy Sterling
Onion John, Joseph Krumgold
Wrinkle in Time, M. L'Engle

Teaching Of Spelling (Individualized)

Give one form of a spelling inventory to all the children in the class. The inventory consists of phonetic elements as well as structural elements. Correct the inventory with the children, helping them to analyze their areas of strength and weakness. The results of the inventory and knowledge of the child's written work will provide the basis for grouping within the class.

Develop a weekly plan for each group which provides for:

1. The understanding of spelling principles by using the discovery technique.
2. The use of activities requiring application and further use of the spelling principles.
3. The use of a checking device to determine each child's ability to apply the spelling principles in related situations.
4. The use of activities which relate the child's understanding of spelling principles to his spelling of words in his daily written work.

I. Discovery Session

Present the entire discovery list to the class or select words representative of the generalization to make up this list.

II. Understanding the generalization

Children will arrive at an understanding of the generalization when they can select one word from the list for each spelling pattern. These words may then be used as the key words for grouping the master list according to the patterns represented by the key words.

Ex. Key words -	play	paint	neighbor
	day	faint	weigh

III. Collecting

The child can then collect other words from various sources which will fit these patterns and thus add to the list he already has for each part of the generalization.